



Accountability Report Transmittal Form

Organization Name	Winthrop University
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Transmittal form

Winthrop University 2011-12 State Accountability Report

Executive Summary 2011-2012

Mission

Winthrop's [mission](#) is to be among the best comprehensive teaching universities in the U.S.A. Winthrop University recruits South Carolina's most able students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and the state. Winthrop's six enduring strategic values are enumerated in its annual [Vision of Distinction \(VOD\) brochure](#), and facilitate achievement of Winthrop's institutional mission. WU's six strategic values, Winthrop community, student body, academic life, facilities and environs, technology and support services, and community-university partnerships and collaborations, are further explained in the [2006 Winthrop Plan](#).

Winthrop is a [competitive-admission, residential university](#) offering quality undergraduate and graduate programs, applied research, and public service with emphasis on service to South Carolina. Winthrop's intentional focus on community/public service was recognized when it was awarded the elective [Carnegie Classification on Community Engagement](#) (Curricular Engagement and Outreach and Partnerships). Recently, Winthrop integrated community/public service into its undergraduate university level competencies (ULCs). Specifically, ULC Two (personal and social responsibility) states that *Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.*

Major Achievements 2011-12

Examples of Winthrop University's major achievements during AY 2011-12 are presented in relation to Winthrop's six strategic values: Winthrop Community, Academic Life, Student Body, Facilities and Environs, Technology and Support Services, Collaborations and Partnerships, and represent contributions across all WU divisions (Academic Affairs, Student Life, Finance and Business, University Advancement, University Development and Alumni Affairs, and Athletics).

Winthrop Community

- Achieved SACS [decennial reaffirmation \(December 2011\)](#) with no recommendations
- Initiated Winthrop's Quality Enhancement Plan, entitled the Global Learning Initiative ([GLI](#))
- **208 Winthrop volunteers** spent the 2012 **Martin Luther King Jr. holiday** as a "day on" for service, **providing 832 hours of service to a variety of projects including meal distribution, trash pick-up along South Carolina roads, painting the [Renew our community](#) site, and cleaning the [Bethel Men's Warming Shelter](#)**. Using \$16.91 per hour as the hourly value of volunteer time (as determined by the Independent Sector, http://www.independentsector.org/volunteer_time), Winthrop's 208 hours of volunteer service for MLK's "day on" initiative is valued at \$14,069.12.
- Presidential candidate Romney was the fifth [Republican candidate to visit Winthrop's campus in the current election cycle](#). [Former Pennsylvania Sen. Rick Santorum](#) held a gathering last summer, while [former Utah Governor Jon Huntsman](#), [Minnesota U.S. Rep. Michele Bachmann](#) and [Georgia businessman Herman Cain](#) visited but have since dropped out of the race.
- The [Archives April Exhibit](#) at Winthrop University chronicled the evolution of the [Come-See-Me Festival](#) in Rock Hill, S.C., from its inception in 1962 to 2012. The 10-day **Come-See-Me Festival** is considered the largest, all-volunteer festival in South Carolina and attracts more than 100,000 participants and visitors each year.
- Winthrop University's tenth [Medal of Honor in the Arts \(March 23, 2012\)](#) celebrated the contributions of a dance theatre, an international artistic director, a visionary S.C. mayor and a state arts advocate.
- A South Carolina State Museum [exhibition, entitled "Abstract Art in South Carolina: 1949-2011," featured the works of four WU fine arts faculty members as well as works by a late Winthrop](#)

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[administrator and a professor emeritus of fine arts](#). The exhibition focused on the evolution and influences of abstract painting and sculpture in South Carolina.

- Winthrop's "24th Annual Undergraduate Juried Exhibition" was adjudicated by [Karen Ann Myers](#), assistant director at the Halsey Institute for Contemporary Art, in Charleston, S.C. The "Conjoined Opposites" by [Indrani Nayar-Gall](#) opened at [Winthrop University Galleries](#) Feb. 13 and ran through March 30. Both exhibitions were free and open to the public.

Academic Life

- Winthrop received the [NCATE visiting Board of Examiners' highest rating](#) of excellence in the areas of assessment and clinical experiences. As a result of this positive review, Winthrop hosted a June 2012 NCATE Board of Examiner training session.
- **Nick LaFave**, a WU graduate student (curriculum and instruction-educational technology) and an environmental science teacher at Clover High School, joined Duke University researcher, Amanda Koltz, in the [Arctic Circle for six weeks studying wolf spider populations](#).
- Through Winthrop's Initiative for Science, Technology, Engineering and Mathematics (STEM) Education program, Winthrop undergraduate students and York Technical College students were selected to participate in a [three-week internship to enhance STEM education](#). Internships involved field trips and four days at Union County and York Comprehensive high schools helping high school students prepare for their end of course exams. The [Robert Noyce Teacher Scholarship Program](#) funds Winthrop's Initiative for STEM Education ([WISE](#)) program, now in its second year. The **multi-agency partnership** includes a leadership team comprised of faculty from WU's College of Arts and Sciences and WU's R.W. Riley College of Education as well as faculty and staff from York Technical College and SC public school representatives (Rock Hill High School and York Comprehensive High School).
- On April 20, 2012, Winthrop's College of Visual and Performing Arts held its first [Arts Crawl with faculty and students](#) from each of the college's four departments enabling the public to experience first-hand the processes used in creating art.

Student Body

- **Matt Horn** (BS Biology May 2012) was awarded a Big South Conference scholarship, which he is using to attend the University of North Carolina School of Medicine. Horn, who volunteered with the American Cancer Society, "Read Across America" and the United Way during his undergraduate career at Winthrop University, graduated with a 3.922 GPA and was awarded [Winthrop's Senior Academic Award](#).
- Senior **Amy Deng** received the Tillman Award at Winthrop University's spring 2012 commencement exercises. The Tillman Award was established in 1940 to honor former SC Governor Benjamin Ryan Tillman; it is the university's highest academic honor. Deng, a [chemistry and biology major, will continue her studies at Duke Medical School in the medical degree/Ph.D. program](#).
- Winthrop graduate (BS Business Administration 2009), **First Lieutenant Franklin Ladson**, spoke on April 3, 2012, as part of the College of Business Administration's Leadership Series. [His presentation focused on leadership preparation, the steps he went through to prepare for his leadership role, and his first overseas leadership assignment](#). Ladson is currently the director of Operation, INOSC East (Integrated Network Operation Security Center)/SCO Deputy Flight Commander; 83 Network Operation Squadron.
- During the spring [2012 annual South Carolina Symposium, Social Work Matters](#), Winthrop MSW graduate student, **Wendy Adams**, was selected as the Master of Social Work Student of the Year. Adams, a non-traditional student, has been a Winthrop [McNair Scholar](#), and an AARP National Women's Foundation Scholarship Award recipient both as an undergraduate and graduate student. **WU undergraduate, Katherine "Katie" Zanowski**, was named Bachelor of Social Work Student of the

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Year at the *Social Work Matters Symposium*, held in Columbia, SC. Zanowski is in Winthrop's honors program and presented findings from her research (focused on helping others understand body image challenges) at the [April 2012 Big South Undergraduate Research Symposium](#) held at Winthrop University. Zanowski is a volunteer advocate for children with terminal illnesses, has volunteered with hospice patients in nursing homes, and tutored children at Rock Hill's Emmett Scott Center and Richmond Drive Elementary School.

- [Campus Compact named WU special education major, Alexis Clowney, to the 2012 Class of Newman Civic Fellows](#). Clowney, a junior from Spartanburg, S.C., was one of 162 college student leaders from across the country nominated for the 2012 Class of Newman Civic Fellows. Newman Civic Fellows demonstrate a personal commitment to creating lasting change for the better in their communities. Clowney created SCOPE: Students Challenging Others to Promote Education, a successful student-led tutoring program that develops reading and math skills of low-income, high-need children. The S.C. Campus Compact is headquartered at WU. [Winthrop President Anthony DiGiorgio](#) chairs the Presidents' Council of S.C. Campus Compact which, like its national counterpart, promotes civic engagement through community service, community-based research, and advocacy.
- Senior Illustration Major [Matthew Andrews' Artwork is headed to Afghanistan](#). Andrews recently designed a patch for the National Guard's 178th Engineers Battalion for use on their vehicles, banners and training manuals.

Facilities and Environs

- Winthrop completed adaptive reuse modifications of Dinkins Hall (e.g., University College and the Academic Success Center) to enhance service delivery to students. (2011-12 VOD Brochure, p. 13)
- WU initiated phased updates to Dacus Library in 2011-12, expanding group study, collaboration and research spaces and increasing hours of access to key areas.
- WU completed plans for conversion of existing spaces to meet program needs for the College of Visual and Performing Arts, adapted selected spaces in Kinard hall for new College of Arts and Sciences applications, converted the former Bookworm facility to house the Louise Pettus Archives and Special Collections, and completed 2011-phase residence hall upfits.
- The 2011-12 renovation of WU's Wetlands outdoor classroom area improved Winthrop Recreational and Research Facilities for teaching, learning and research opportunities.

Technology and Support Services

- Information Technology completed planned mission-critical administrative capabilities through multi-year phased in Banner conversion, including, these Banner applications: Self-Serve, Workflow, Travel and Expense, Tracking interface for procurement, Document Management Systems, and Fixed Assets.
- Based upon qualitative feedback from internal stakeholders (e.g., academic leadership council and unit assessment coordinators), AAAS designed and transitioned to updated applications for WU's common data set, data warehouse, faculty load, CHPs reports, grade distribution and faculty profiles. Campus-wide assessment (of technology applications to meet new external reporting requirements) was also completed, and recommendations made in 2011-12. Bidding and procurement decisions are in progress.
- 2011-12 conversions from FrontPage/Expression server to the Content Management Systems (CMS) were completed.

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Partnerships and Collaborations

- [Winthrop's Learning Excellent Academic Practices \(LEAP\) Program](#) was [awarded a \\$50,000 grant](#) from the [Leon Levine Foundation](#) of Charlotte, N.C. to fund scholarships for LEAP participants. Housed in Winthrop's University College, LEAP is an academic support program that identifies, supports, and evaluates students before and during their first year at Winthrop. The program, created in the 1980s, offers intensive academic advising and faculty-led academic support to a select group of students in the freshman class.
- WU College of Business Administration faculty collaborated with Elaine Whitton Davis to [design and deliver the Whitton Best Practices professional development series on current state of the art knowledge relevant to small business practice](#). The Whitton Series will be delivered close to home at convenient times and at no charge to participants.
- Winthrop's [Institute for Educational Renewal and Partnership](#) was named The James and Susan Rex Institute for Educational Renewal and Partnership (RIERP). The RIERP is a [service-oriented organization which facilitates internal and external collaboration, partnership, and outreach](#), and supports WU's [Richard W. Riley College of Education](#) initiatives, including the NETwork of Sustained, Collaborative, Ongoing Preparation for Educators ([NetSCOPE](#)) and Network of Leaders for Equity, Achievement, and Development ([NetLEAD](#)) projects.
- Hundreds of students came to WU to present their research and scholarship initiatives during the [fifth annual Big South Undergraduate Research Symposium](#) (Big SURS). Winthrop hosted Big SURS on April 13-14, 2012, in partnership with the Big South Conference, and 18 colleges and universities.
- The [Winthrop University Students in Free Enterprise \(SIFE\) team recently was announced as the 2012 Charlotte regional champions](#), the eighth straight year Winthrop's team has taken first place at regionals. SIFE enables students to develop communication, leadership and team-building skills that benefit them, prospective employers and communities long after graduation. The international SIFE mission is to [promote a better, more sustainable world through the positive power of business](#). Winthrop's SIFE team traveled to Kansas City, Mo., for the May 2012 national SIFE competition.
- 33 WU students and five WU staff personnel participated in [WU's 2012 Alternative Spring Break](#) community service projects March 10-17, 2012. Coordinated through WU's Center for Career and Civic Engagement [Volunteer and Community Service program](#) (VCS), students performed short-term service projects for community agencies in New Orleans, LA, Pittsburgh, PA, and St. Augustine, FL., learning about issues associated with literacy, poverty, racism, hunger, homelessness and the environment. Winthrop's 38 student and staff Alternative Spring Break volunteers were required to pay their own expenses. They contributed a total of 1520 hours of service (38 people, 40 hours per person for the week) for a service-week economic contribution of \$25,703.20 (1520 hours at \$16.91 per hour). Student participants presented their service projects and reflected on their experiences during a public forum on March 27, at the [DiGiorgio Campus Center](#).
- During 2011-12, managers for [Shakespeare Carolina](#), a culturally diverse organization promoting color and gender blind casting, collaborated with WU personnel and elected to return to WU in July 2012 for a second full summer residency at Winthrop. In 2012, the company [is experimenting with using recycled materials to create props, costumes and set pieces](#).
- [Wells Fargo Bank commissioned eight sculpture installations](#) (produced by nine Winthrop students) for display at the 2012 Wells Fargo PGA TOUR golf tournament held at [Quail Hollow Club](#). The Winthrop-Wells-Fargo collaboration was a first in the championship's 10-year history, and one of the few instances nationally, that public art has been incorporated into a major golf event.
- Katherine Kinsey, director of choral activities in WU's Department of Music, was [elected new conductor and artistic director](#) for the [York County Choral Society](#) which offers collaborative opportunities for vocal and instrumental musicians in South Carolina.

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- High school students from nearly 30 North and South Carolina and Georgia schools attended Winthrop's March 28-30, 2012 [Model United Nations Conference](#). Winthrop's Model U.N. is the first program of its kind to combine participation of college and high school students. More than 2,000 Winthrop students and 10,000 high school students from the Carolinas and Georgia have participated in the WU's Model United Nations Conference since its inception in 1976.
- Winthrop's **Chris Johnson '99**, [Winthrop's sustainability coordinator, spoke on sustainable design](#) at York County Green Business Conference, a free conference hosted at York Technical College's Baxter Hood Center and designed to provide businesses, institutions, organizations and non-profits with new and innovative ways to go green and save money in the process.
- Carroll Financial Associates and WU's College of Business Administration hosted the 2012 Market Outlook on February 20, 2012 to discuss current market trends and forecasts. [The event was provided as a service to the regional business community.](#)
- The [Winthrop Poll](#), administered through the university's Social and Behavioral Research Laboratory provides ongoing service to South Carolina, enabling South Carolinians to share their perspectives on such issues as the state economy and tourism.
- WU accepted an invitation from the [Consortium for Student Retention Data Exchange](#) (CSRDE) to participate in a seven-year CSRDE-ACT multi-year collaborative partnership, beginning in AY 2012-13. The current initiative extends WU's long-standing collaborative partnership with CSRDE and provides comparative data for ongoing assessment of student retention.
- Pat Riley, [president and chief operating officer of Allen Tate Realtors and Family of Companies,](#) [delivered Winthrop's spring M.B.A. lecture](#) on March 28. Riley is widely recognized as a visionary leader in the real estate industry whose company is the top Carolinas-based real estate firm and ranks seventh among the USA's largest independently owned, non-franchised brokers.

Key Strategic Goals

[Winthrop University's Dynamic and Visionary Planning Process and the "Vision of Distinction"](#) (VOD) guide institutional decision-making and enable Winthrop to accomplish its mission. From Winthrop's 1989-90 institution-wide introspective examination, a systematic master planning and evaluation process and six intentionally timeless strategic goals emerged, guiding Winthrop's planning, evaluation and improvement processes. [The Winthrop Plan](#) further describes the nature and character of Winthrop's strategic goals (the Winthrop Community, Student Body, Academic Life, Facilities and Environs, Technology and Support Services, and Partnerships and Collaborations) the [annual VOD brochure](#) details multi-year and annual initiatives to support Winthrop's strategic goals.

Key Strategic Challenges

1. Reduction in funding and resulting need for increased tuition.
2. Addressing the financial aid need of students.
3. Deferred maintenance and capital needs.
4. Increasing technological advancements, expectations, and costs.
5. Increasing requirements associated with specialized programmatic accreditations.

Use of Accountability Report

The South Carolina State Accountability Report is one element of Winthrop's [annual institutional planning and assessment cycle](#), which fosters a systemic and integrated process of continuous quality improvement. *Vision of Distinction* reporting, assessment and improvement updates (documented in annual reports and Winthrop's online assessment and improvement reporting application) inform analysis and improvements documented in Winthrop's annual state accountability report.

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2.0 Organizational Profile 2011-2012 Winthrop University Accountability Report

2.1 Educational programs, offerings & services, & primary delivery methods.

Winthrop delivers academic programs in a traditional on-campus, face-to-face venue supplemented by technology involving Blackboard. Undergraduate programs provide experiential opportunities using a variety of strategies including off- and on-campus internships, independent study, field and laboratory research, and student/faculty scholarship-research collaborations. All graduate programs include advanced study in the chosen discipline/field, and incorporate appropriate discipline-based scholarship/research.

Winthrop University offers undergraduate degrees leading to:

1. Bachelor of Arts
2. Bachelor of Fine Arts
3. Bachelor of Music
4. Bachelor of Music Education
5. Bachelor of Science
6. Bachelor of Social Work

At the graduate level, the University offers graduate degrees in programs leading to:

1. Master of Arts
2. Master of Arts in Teaching
3. Master of Business Administration
4. Master of Education
5. Master of Fine Arts
6. Master of Liberal Arts
7. Master of Music
8. Master of Music Education
9. Master of Science
10. Master of Social Work
11. Specialist in School Psychology

2.2 Key student segments, stakeholder groups, and market segments (and their expectations)

1. Students, (high school, transfer, adult, and international)
([87% of WU's undergraduate students are from SC](#)) and parents
2. Alumni
3. K-12 public schools
4. Regional technical colleges
5. Business and industry
6. Campus, local, state and regional communities
7. Board of Trustees

Students and parents expect accessibility to a high quality educational experience delivered via state of the art learning environs and delivery modes. Other constituencies expect delivery of programs, courses and services that will prepare graduates to function as contributing members of society, think critically, and communicate effectively. Stakeholders expect educational experiences to be provided by adequate full time faculty and staff who are appropriately credentialed, and who attend to student retention, progress and graduation.

2.3 Operating Locations

Winthrop's campus of approximately 425 acres is located at 701 Oakland Avenue, Rock Hill, SC, 29733. The Recreational and Research Complex is located a mile from the main campus on Eden Terrace Street. In 2009, SC CHE approved Winthrop's request to offer a program modification (offering an on-campus program at an

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off-campus location). Charlotte (NC) Mecklenburg School (CMS) system administrators asked WU to offer its [Master of Education in Educational Leadership program at South Mecklenburg High School](#) (in south Charlotte, N.C., ~ 22 miles north of Winthrop's Rock Hill campus) to prepare qualified candidates for positions as principals or assistant principals. CMS took this action as a result of its succession-assessment finding that more than 54% of CMS principals were nearing retirement age.

2.4 Number of Workforce

2.4-1 Table of Employees by Assigned Positions

Primary Function	Full Time	Part Time	Total
Primarily instruction	286	222	508
Primarily Research	2	0	2
Primarily Public Service	4	0	4
Executive, Administrative, Managerial	31	0	31
Other professionals (support services, graduate assistants)	277	48	325
Technical and paraprofessionals	13	1	14
Clerical and secretarial	100	14	114
Skilled Crafts	39	0	39
Service Maintenance	100	24	124
Total (IPEDS 2011)	852	309	1161

SOURCE: IPEDS 2011 Winthrop, Reported Data, Human Resources Survey, Part C - Employees by Assigned Position - Total Number of Staff

2.5 Regulatory Environment

Winthrop is a public university ([classified as a Comprehensive Masters \(large\) institution by the Carnegie Foundation for the Advancement of Teaching](#)) subject to South Carolina (SC) regulatory authorities including the SC Budget and Control Board (SC [BCB](#)), the SC Commission on Higher Education (SC [CHE](#)) and other state regulatory agencies. WU is regionally accredited (most recently [reaffirmed in December 2011](#)) by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Winthrop's academic programs are measured by national standards of quality; documents of regional and specialized accreditation reside in the Department of Accreditation, Accountability, and Academic Services ([AAAS](#)). Winthrop students are eligible for federal [student financial aid](#) programs administered through the United States Department of Education ([USDE](#)). Federal oversight (for institutions participating in federal student financial aid) is through the Integrated Post-Secondary Education Data System ([IPEDS](#)), and includes data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid.

2.6 Governance System and Organizational Structure

The WU Board of Trustees (BOT) has general supervision over and is vested with the conduct of the University. The BOT has responsibility for the mission and long-term benefit of the university. Twelve members comprise the BOT including the Governor of SC and the State Superintendent of Education (or designees) who serve in ex officio capacities. Ten other members are elected by joint ballot of the state Senate and House of Representatives, appointed by the governor, or elected by the alumni association. The Chairs of the Faculty Conference and the Council of Student Leaders also serve as non-voting members.

The President is appointed by the BOT to ensure that the University is administered in compliance with the Board of Trustee policies as well as with fiscal and legal statutes as required by Chapter 125 of Title 59 of the 1976 Code of Laws of SC as amended. The Board delegates to the President the managerial and administrative authority for the ongoing operations of the University commensurate with the policies of the Board. The

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President serves as the official medium of communication between the Trustees and the administrative officers, University faculty, staff, students, alumni, as well as all external constituents of the university.

2.7 Key Suppliers and Partners

Winthrop's **key suppliers** include secondary public and private schools (in-state and out-of-state) as well as York Technical College and other in-state 2-year and 4-year institutions. **Key partners** include external organizations supporting Winthrop's scholarship and learning initiatives. The National Science Foundation and the United States Department of Education are two examples of Winthrop's key partners in AY 2011-12.

2.8 Key Competitors

Winthrop's key competitors are post-secondary institutions of higher education, primarily those located in the southeast region of the USA.

2.9 Principle Factors Influencing Competitive Success

- Achieving and maintaining specialized accreditations, approvals and certifications for all eligible disciplines and fields
- Engaging students in learning both inside and outside the classroom
- Fostering student development of personal skills and commitments
- Exposing students to examination of complex questions and exploration in areas that provide experience in making effective decisions
- Encouraging civic participation and dedication to community service

2.10 Performance Improvement Systems

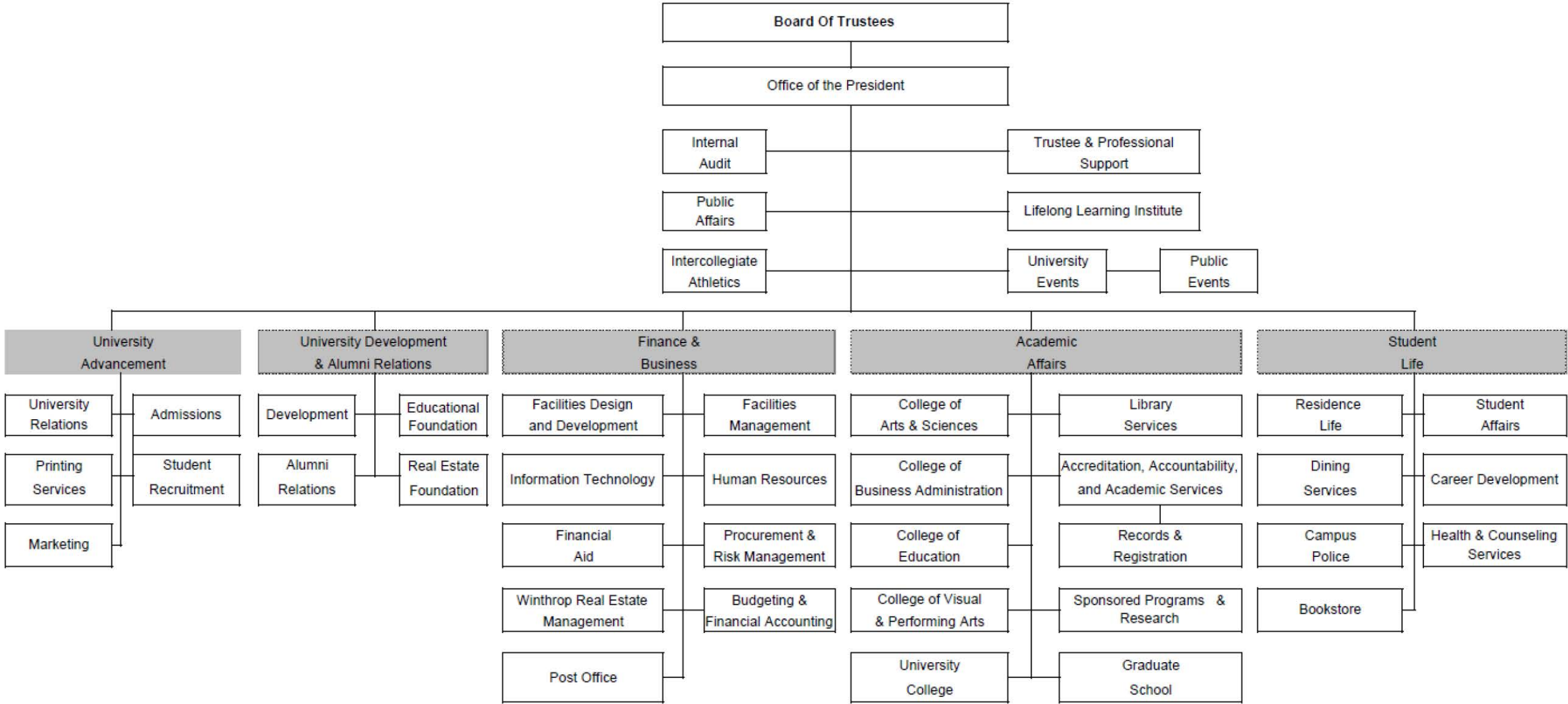
- Annual South Carolina State Accountability Report
- Decennial and fifth year interim SACS Regional Accreditation Compliance Reports, and Quality Enhancement Impact Report
- Self-studies and academic program reviews for all degree programs (every 5-7 years unless otherwise prescribed by a specialized program accreditation or approval process and organization)
- Annual Online Assessment Plan and Improvement Reporting system ([OARS 2.0](#))
- Annual Employee Performance Review Processes

2.11 Organizational Structure

Winthrop University's organizational chart for AY 2011-12 can be seen on the following page.

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WINTHROP UNIVERSITY
ORGANIZATIONAL CHART 2011 - 2012



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2.12 Appropriations/Expenditures Chart

Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations

Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 52,166,783	\$ 10,693,726	\$ 53,319,968	\$ 10,045,732	\$ 54,600,000	\$ 10,045,732
Other Operating	\$ 43,739,147		\$ 45,155,196		\$ 46,000,000	\$ 500,000
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 14,164,403	\$ 2,318,191	\$ 14,636,536	\$ 2,410,414	\$ 15,500,000	\$ 2,410,414
Non-recurring						
Total	\$ 110,070,333	\$ 13,011,917	\$ 113,111,700	\$ 12,456,146	\$ 116,100,000	\$ 12,956,146

Other Expenditures

Sources of Funds	FY 10-11 Actual Expenditures	FY 11-12 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		\$ 1,174,145
Bonds		

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2.13 Major Program Areas Chart

Major Program Areas				
Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures	Key Cross References for Financial Results*
I. Instruction	To provide instruction to undergraduate and graduate students within the Colleges of Arts and Sciences, Business, Education, Visual and Performing Arts, and University College.	State: 6,762,117.00 Federal: 601,365.00 Other: 28,206,288.00 Total: 35,569,770.00 % of Total Budget: 32%	State: 6,473,375.00 Federal: 623,415.00 Other: 29,514,611.00 Total: 36,611,401.00 % of Total Budget: 32%	
I. Academic Support	Support the university's instructional programs including the library, academic computing and instructional technology support.	State: 1,360,500.00 Federal: 79,264.00 Other: 6,337,866.00 Total: 7,777,630.00 % of Total Budget: 7%	State: 1,302,400.00 Federal: Other: 5,498,621.00 Total: 6,801,021.00 % of Total Budget: 6%	
I. Student Services	Support services in the areas of Admissions, Registration, Financial Aid, Career Guidance, Athletics, social and cultural development programs.	State: 979,200.00 Federal: 261,575.00 Other: 10,577,790.00 Total: 11,818,565.00 % of Total Budget: 11%	State: 937,400.00 Federal: 298,061.00 Other: 11,677,653.00 Total: 12,913,114.00 % of Total Budget: 11%	
I. Institutional Support	University support services including executive leadership, fiscal operations, human resource management, and information technology.	State: 1,964,500.00 Federal: Other: 6,661,533.00 Total: 8,626,033.00 % of Total Budget: 8%	State: 1,880,600.00 Federal: Other: 6,730,800.00 Total: 8,611,400.00 % of Total Budget: 8%	
I. Operation and Maintenance of Plant	Operate and maintain the university's facilities and grounds including grounds and building maintenance and renovations, housekeeping, police services and utility operations.	State: 1,945,600.00 Federal: Other: 14,845,157.00 Total: 16,790,757.00 % of Total Budget: 15%	State: 1,862,371.00 Federal: Other: 13,915,953.00 Total: 15,778,324.00 % of Total Budget: 14%	

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Major Program Areas				
Program Number and Title	Major Program Area Purpose (Brief)	FY 10-11 Budget Expenditures	FY 11-12 Budget Expenditures	Key Cross References for Financial Results*
II. Auxiliary Enterprises	Provide student housing, dining services, health and counseling services, bookstore and vending operations.	State: Federal: Other: 9,462,290.00 Total: 9,462,290.00 % of Total Budget: 9%	State: Federal: Other: 10,107,360.00 Total: 10,107,360.00 % of Total Budget: 9%	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State:		State:	
	Federal:	3,753,077.00	Federal:	5,706,484.00
	Other:	16,272,211.00	Other:	16,582,596.00
	Total:	20,025,288.00	Total:	22,289,080.00
	% of Total Budget: 18%		% of Total Budget: 20%	

* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

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Section III – Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1.1 How do senior leaders develop and deploy their organization's vision & values throughout the leadership system, to the workforce, to key suppliers and partners, and to students & stakeholders, as appropriate? How do their personal actions reflect a commitment to organizational values?

Winthrop's planning process which integrates evaluation and resource allocation, and its guiding documents ([Mission](#), [Vision of Distinction \(VOD\)](#), [The Winthrop Plan \(Nature and Character\)](#)) are illustrated in the University's [Planning Process Flow Chart](#). From each of the six Strategic Values/Goals articulated in the VOD, a more specific rolling set of Strategic Directions (long range goals and objectives) emerge, intermediate steps that will take 3-5 years to accomplish in fulfillment of an aspect of that particular Strategic Value. For example, the Campus Master Plan 2015 broadly illustrates the evolving multi-year strategic direction for new construction, building renovations, and campus improvements that will enhance learning by providing continually upgraded learning environments with up-to-date technology in laboratories and studios for future visual and performing artists, natural and social scientists, educators, business administrators, linguists, and communications specialists.

From the VOD's multi-year strategic directions Winthrop identifies annual initiatives, elements of work that generally can be accomplished within a 12-month time frame. Executive officers, who are informed by ongoing communication with their unit deans and/or program directors, from the Office of the President and the Board of Trustees, craft the annual initiatives. As each year's annual initiatives are completed, strategic directions are updated and new annual initiatives emerge during summer retreats with the University's executive officers. VOD updates, posted on the President's web site, provide transparency and document accomplishments and achievements.

1.2 How do senior leaders create a sustainable organization with a focus on action to accomplish its mission, strategic objectives, improve performance, and attain your vision?

Winthrop University senior leaders ensure a sustainable and sound institution by managing present demands while enabling Winthrop's future. These tandem purposes are inherent in initiatives developed through Winthrop's dynamic *Vision of Distinction* planning process — initiatives that over years have resulted in national recognition and a growing level of national prominence for Winthrop. The President conducts weekly meetings of university Executive Officers to stay informed of operational, planning, and environmental issues affecting all divisions of the institution.

1.3 How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal and regulatory accountability? How are these monitored?

Responsibility and proper controls are in place to ensure institutional compliance with state and federal regulatory requirements. The Office of Internal Audit provides executive management with information about the adequacy and effectiveness of Winthrop's system of internal administrative and accounting controls and the quality of operating performance when compared with established standards. The Internal Auditor reports directly to the President.

1.4 How do senior leaders create an environment for organizational and workforce learning?

- Intra-institutional training and development (for staff and faculty) is delivered through Winthrop's Teaching and Learning Center (TLC). The TLC assesses developmental needs of the university community and provides educational opportunities and mentoring for lifelong learning by providing programs/services that facilitate professional and personal development. All Winthrop employees may participate in TLC programs as demonstrated on WU's TLC web site.
- [Faculty Sabbaticals](#)

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- Professional Development funding to support scholarly presentations and travel (e.g., Global Learning Initiative [intra-institutional grant](#) opportunities, extramural grants, [intramural Research Council monies](#))

1.5 How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Senior leadership provides emerging leaders with access to regional and national professional development opportunities promoting leadership skills growth and development. Annual performance reviews by senior leaders are an opportunity to identify future leaders. Senior leaders review position vacancies relative to the six [Readiness Winthrop objectives](#) (retaining students, recruiting students, revising existing programs and creating new programs, enhancing revenues, creating efficiencies, and investing in the future) prior to filling vacancies.

1.6 How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

The President addresses the campus community at the beginning of each academic year and outlines priorities for the year with a presentation of *Vision of Distinction* objectives. Senior leaders (Executive Officers) take an active role in a reward and recognition process to reinforce high performance by nominating their employees for annual Presidential Citations, awarded at the April Faculty/Staff and Retirees Award Ceremony. Senior leaders presented [36 award recipients](#) to the President and spring 2012 Award Ceremony attendees.

1.7 How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The University's Board of Trustees (BOT) annually evaluates the President's performance as evidenced by BOT resolutions ([2012](#), [2011](#), [2010](#), and [2009](#)). Executive staff reviews include feedback from superiors, peers, and subordinates using a performance appraisal instrument containing both closed-ended and constructed response options focusing on performance measures appropriate to the position. Feedback from annual performance reviews informs senior leaders on areas for improving leadership effectiveness and goal setting for the impending academic year.

1.8 What performance measures do senior leaders regularly review to inform them on needed actions?

- *Vision of Distinction* objectives (annual initiatives), reviewed twice a year
- Budget Analysis updates
- Data on enrollment, retention and graduation rates
- Performance on professional licensing and credentialing examination results
- Program assessment reports
- Public Safety reports

1.9 How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

- WU uses qualitative and quantitative metrics to identify and anticipate potential impacts of its programs, offerings, services, and operations. Executive Officers meet regularly to evaluate progress toward annual objectives contained in the *Vision of Distinction*, and consider the impact of externalities on WU's programs, offerings, services, and operations. Winthrop's Department of Accreditation, Accountability and Academic Services (AAAS) reports institutional effectiveness data including key compliance-related processes, goals, and measures to external regulatory stakeholders like the federal government (e.g., IPEDS reports), SC's Commission on Higher Education (SC-CHE) (e.g., CHEMIS reports), SC's Budget and Control Board (SC-BCB) (e.g., state accountability reports), and the SACS

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COC reports (e.g., decennial compliance reports, substantive change reports, fifth-year interim reports, and quality enhancement plan impact reports).

1.10 How do senior leaders actively support & strengthen communities in which your organization operates? Include how senior leaders determine areas of emphasis for organization involvement & support, & how senior leaders, the workforce & Winthrop contribute to community improvement.

- Guided by senior leadership, Winthrop's mission-based focus on community/public service is accomplished through its visionary planning process objectives to be and be recognized as a leader in community/public service, and to integrate community/public service into its educational experiences. Winthrop's achievements of the prestigious Carnegie Foundation for the Advancement of Teaching Elective Classification for Community Service, and the President's Higher Education Community Service Honor Roll and Honor Roll with Distinction, along with its selection for the AAC&U Core Commitments leadership consortium, demonstrate that Winthrop University is accomplishing its community/public service objectives.
- Executive Officers foster and promote community/public service within the University community as evidenced by annual community service awards announced during the spring Faculty, Staff, Retirees Awards Ceremony. In 2012, [55 employees received Winthrop community service awards](#). Winthrop community service awards from 2005 through 2011 were published in Winthrop's *F.Y.I. News Bulletin*: 2005 ([FYI 5-4-05](#), p. 4), 2006 ([FYI 5-3-06](#), p. 3), 2007 ([FYI 5-2-07](#), p. 3), 2008 ([FYI 4-30-08](#), p. 4), 2009 ([FYI 5-6-09](#), p.2), 2010 ([FYI 5-5-10](#), pgs. 2-3) and 2011 ([FYI 5-4-11](#), pgs. 2-3). Winthrop community service awards demonstrate the broad range of community service contributions Winthrop employees make to South Carolina and beyond.
- Extramural grant awards supported by senior leaders (and referenced in the Executive Summary) document partnerships and collaboration between Winthrop and high needs regions of SC.
- Winthrop's senior leaders (President and Executive Officers) collaborate with community leaders to identify areas of emphasis for University involvement and support. Current multi-year initiatives include:
 - ***Readiness Winthrop*** to meet evolving students' expectations from higher education in the face of a state budget that makes permanent all appropriation reductions to date, and
 - ***College Town Action Plan (CTAP)***, a collaborative initiative between university and Rock Hill community leaders to address the following recommended actions
 - Create a pedestrian environment along Cherry Road corridor, particularly between Oakland Avenue and the railroad tracks
 - Enable pedestrian connectivity through the Winthrop Campus between Cherry Road and the Bleachery.
 - Develop Bleachery into a neighborhood organized around an urban green corridor

Category 2 – Strategic Planning

2.1. What is your Strategic Planning process, key participants, and how it addresses items a-f?

Winthrop's strategic plan is contained in the *Vision of Distinction*, in place for twenty years and updated annually. Input is solicited from all areas of the university via a formal process known as the [Budget and Institutional Effectiveness Annual Cycle](#) (formerly known as the Budget and Objectives Planning and Evaluation Schedule, BOPES). Academic, administrative and educational support units make semi-annual progress reports on assessment plans, and assessment-based accomplishments and improvements.

a. your organizations' strengths, weaknesses, opportunities and threats;

Annual review of the plan allows senior administrators to make shifts as needed to address achievement of the institution's mission. The six key objectives of [Readiness Winthrop](#) facilitate Winthrop's change going

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forward to ensure **sustainable readiness**, i.e., Winthrop's viability and growth over time. The **Readiness Winthrop key objectives** going forward are:

1. Retaining Students
2. Recruiting Students
3. Revising Existing Programs and Creating New Programs
4. Enhancing Revenues
5. Creating Efficiencies
6. Investing in the Future

b. financial, regulatory, societal and other potential risks;

Winthrop uses three principles as a guide for decision making during challenging times: protect the quality of the student experience; invest in safety and security as necessary; and continue to work to attract and recruit our student body of the future.

c. shifts in technology and customer preferences;

Technology shifts are addressed by Winthrop's strategic value, *VOD Technology and Support Services*. Winthrop's [Division of Computing and Technology](#) manages the university's technology plan including a hardware/software rotation schedule in student labs, support service areas and administrative offices, assessment of technology needs, customer feedback, and use of assessment-based decisions to improve services. Banner conversion and Content Management System (CMS) conversion are multi-year technology upgrades that continuously improve efficiencies and effectiveness of operations.

d. workforce capabilities and needs;

Workforce capabilities and needs are addressed in the *VOD, Winthrop Community Strategic Initiatives: To ensure that opportunities for engaged growth and development are encouraged and available for the university community on an individual and collective basis, Winthrop will expand its array of professional development programs that address respective needs of faculty and staff, e.g., emphasis on development of students' critical thinking capacities and options for technological pedagogy that has particular relevance to 21st century learners.*

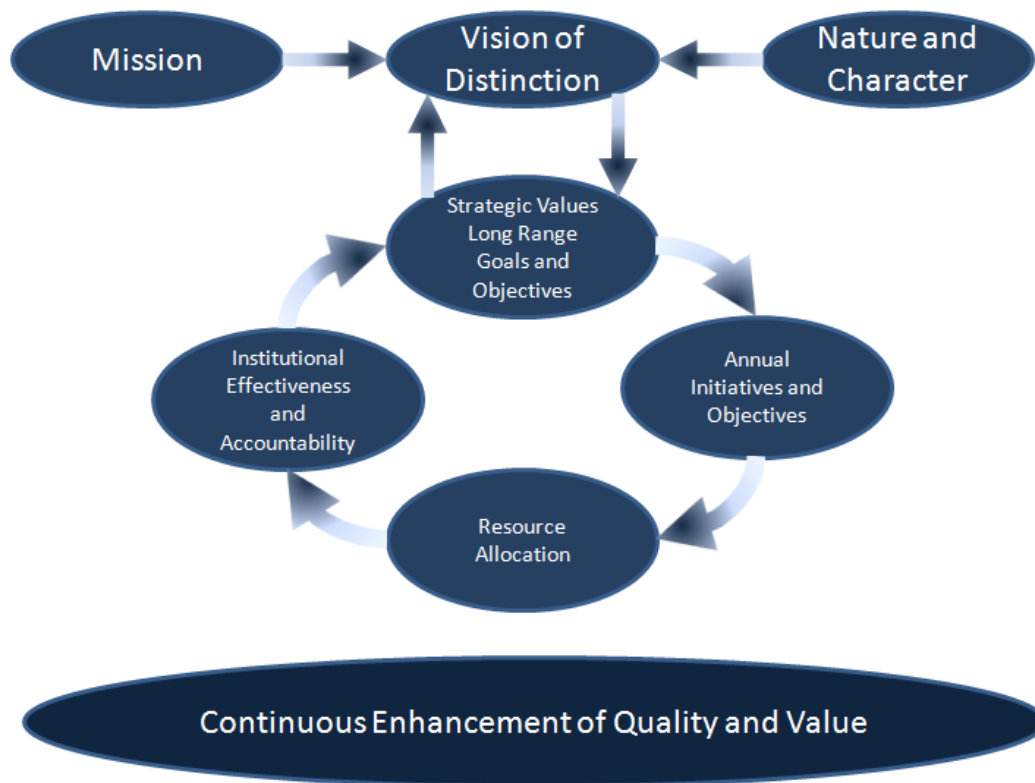
e. long-term organizational sustainability and organizational continuity in emergencies;

WU's Critical Incident Management Team and [transparent multi-level emergency response plans](#) address needs for emergency information and action. Plans to address recovery and institutional management protocol in the event of a variety of emergencies are established. Just-in-time ([JIT](#)) [training resources for emergencies](#) are published as are [Hazardous weather shelter locations](#).

f. ability to execute the strategic plan

Winthrop uses available resources to invest in the three top priorities that have been in place since late 2008 (see section 2.1.a. on the previous page). Members of the campus community and the public at large have access to the *VOD* and are made aware of the strategic values, multi-year and annual initiatives contained in the *VOD*. Winthrop's Executive Officers, guided by the *VOD*, allocate financial and human resources to accomplish strategic initiatives.

Winthrop University Planning Process



Source: Office of the President, Vision of Distinction, www.winthrop.edu/president/default.aspx?id=1366

2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (1.4.)

The [strategic challenges](#) identified in Winthrop's Executive Summary are integrated into the multi-year and annual initiatives articulated in the VOD for each strategic goal. The annual planning process allows for review of past year accomplishments related to multi-year strategic initiatives (multi-year objectives), and identification of new and ongoing objectives to support the institution's strategic values/goals.

2.3. How do you evaluate and improve your strategic planning process?

- Executive Officers use assessment feedback from deans and unit directors to discuss and evaluate institutional-level priorities and goals. Unit feedback is discussed during a series of executive officer retreats (held in May-June) at which time end-of-year accomplishments and findings from the ending academic year are discussed and analyzed in preparation for the upcoming academic year's annual and multi-year initiatives.
- The VOD guides management priorities, resource allocation, and enables Winthrop personnel from all divisions to focus on shared goals.
- Results from assessment of academic programs, administrative services, support services, research and scholarship, and community-public service initiatives inform the strategic planning process.

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2.4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans?

- Mid- and end of year reports on the VOD assignment grid enable Winthrop to track action plans addressing key strategic objectives.
- Unit personnel confer with division leaders on action plan progress and use findings to inform planning for the next academic period.
- Action-plan development related to key strategic objectives is integrated with program assessment and resource allocation. Academic Deans and Unit Directors receive resource-requests from department and program coordinators. Deans and unit directors have fiscal authority to manage their respective budgets and allocate resources. Resource allocation requests not met within the unit are conveyed to and discussed with division vice presidents who in turn aggregate budget requests for consideration during the May-June executive officers retreats when action plan development (addressing key strategic objectives for the upcoming academic year) is in progress.

2.5. How do you communicate and deploy your strategic objectives, action plans and related performance measures?

- Winthrop annually publishes and disseminates to on- and off-campus stakeholders its standing Strategic Values/Goals and updated multi-year and Annual Initiatives in a document known as the ***Vision of Distinction annual brochure*** to broaden and raise awareness of Winthrop's long-term Strategic Values/Goals, its multi-year Strategic Directions, and annual Initiatives, and their underlying rationale,
- An end of year progress report on each annual initiative is provided to the public (posted on the President's web site) at the end of each academic year.

2.6. How do you measure progress on your action plans?

Academic, administrative and educational support units use qualitative and quantitative strategies documented in annual reports and WU's Online Assessment Reporting System to measure action plan progress.

2.7. If the agency's strategic plan is available to the public through the agency's internet home page, please provide a website address for that plan.

WU's 2012-2013 Vision of Distinction:

<http://www.winthrop.edu/uploadedFiles/WUcommon/pdf/VisionofDistinction.pdf>

Category 3 – Student, Stakeholder, and Market Focus

3.1. How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

- Effective marketing and enhanced enrollment management are keys to Winthrop's future in order to thrive in the increasingly competitive landscape in higher education. Therefore, the Division of University Advancement is charged with positioning the university to reach its next milestones in achieving a national profile and with increasing the enrollment of the undergraduate student body over the next decade. These efforts are coordinated through staff dedicated to student recruitment and admissions along with university relations, publications, and printing services.
- Winthrop occupies a distinctive niche in public higher education, with a broad array of strong programs offered within a curriculum that, in many ways, more resembles that of a selective private liberal arts college than a regional state university. The combination of a contemporary curriculum offered at a historic campus in the bustling Charlotte metropolitan area attracts students who know that Winthrop alumni have a track record as leaders in their professions and in their communities.

3.2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations of these groups' decisions related to enrollment?

Winthrop uses a multi-method approach (see bulleted examples below) to obtain feedback from internal and external stakeholders. Assessment methods like NSSE and senior survey include opportunities for constructed responses enabling respondents to better communicate their expectations and experiences. Survey/feedback results are shared with internal stakeholders who discuss and evaluate the frequency of comments, feedback themes, and alignment of issues with WU's VOD, budget priorities and constraints.

- Prospective Students – feedback from campus visits and web applications.
- Enrolled Students – feedback on orientations, Family Weekend, from the Council of Student Leaders, college/department student advisory groups, and surveys like NSSE and the senior survey
- Alumni – surveys, events, web applications.
- Employers – advisory committees, surveys, feedback via internship and cooperative offerings.
- Employees – surveys, web applications for anonymous questions/input, annual evaluations of administrative personnel.
- Community – campus advisory board participation, invitations.

3.3. How do you use information and feedback from current, former and future students to keep services and programs relevant and provide for continuous improvement?

Internal analysis and discussion of information and feedback from current, former, and future students inform VOD initiatives which in turn guide the work of campus units. Feedback is gathered at institutional and programmatic levels (e.g., senior survey and end-of-course evaluations), analyzed and discussed by unit personnel, incorporated into unit reports and used as appropriate to improve programs and learning, and justify program and resource allocation decisions.

3.4. How do you determine student and/stakeholder satisfaction and dissatisfaction, and use this information to improve?

Winthrop uses self-report strategies to determine satisfaction and dissatisfaction. For example, library customer satisfaction survey results led to changes in hours of operation to better-meet customer needs, and availability of library spaces for targeted group work among internal student and faculty groups. The Global Learning Initiative-Cultural Event program evaluation tracks respondent preferences on the types of programming offered and uses that information to plan more programming of the type preferred by respondents. Institutional- and unit-level data are shared with appropriate campus entities, and used to inform actions for continuous improvement.

3.5. How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations? Indicate any key distinctions between different customer and stakeholder groups?

- Office of Admissions provides prospective students with personalized service. Personnel encourage students to get to know an admissions counselor, schedule campus visits, attend programs, view WU's institution profiles, or chatting online. Admissions personnel work with faculty, providing opportunities for prospective students and parents to meet Winthrop's caring faculty and friendly staff.
- Personalized attention remains a focus once students matriculate. Orientation sessions are held for both students and parents and a Family Weekend is held on campus each fall. First year students enroll in a course entitled Academics (ACAD) 101 - Principles of the Learning Academy. ACAD 101 introduces students to concepts, principles, and skills necessary for successful higher learning and facilitates their adjustment to and engagement in the learning academy.
- The Department of Residence Life (Division of Student Life) and University College (Division of Academic Affairs) collaborate to feature academic theme floors as part of the experience offered within

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the Academic Success Communities. On academic theme floors, students are housed together in a residential setting with others possessing similar academic and personal interests. Residence life staff, faculty members, other academic partners and residents themselves present specific programs, designed around a floor's theme.

3.6 How does student/stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

Winthrop respects the rights of students/stakeholders and seeks to maintain the highest standards of fairness and integrity in its interactions. WU protects the rights and privileges of all involved, addressing complaints in a systematic and timely manner. University policies are enumerated on the University's policy web site: <http://www2.winthrop.edu/public/policy/aListing.aspx>. Student Complaint Management is addressed in SACS COC Federal Requirement (FR) 4.5. SACS COC Board of Trustees and SACS COC off- and on-site reviewers evaluated WU's student complaint management policies and procedures and found WU to be in compliance with FR 4.5 (SACS reaffirmation December 2011).

Category 4 – Measurement, Analysis, and Knowledge Management

4.1 How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

Faculty, responsible for designing, assessing and improving student learning, establish student learning outcomes and assessment methods for each academic program. The University Wide Academic Assessment Committee performed a content analysis of academic program assessment plans/reports (along with review of additional resources) to develop and propose four university level competencies approved by Winthrop's faculty conference in October 2010. Winthrop's mission, strategic values/goals (listed in the VOD and further described in *The Winthrop Plan*) and the [AAC&U Core Commitments initiative](#) guide processes by which accountability measures are established and tracked.

4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision-making and innovation throughout your organization?

Academic, educational support and administrative units are informed by federal and state regulations, regional and specialized program accreditation requirements in selecting, collecting, aligning and integrating data for analysis to provide effective support for decision making and innovation. Internal academic, student support and administrative stakeholders guide unit-level processes for collecting and using data to make decisions, and improve programs, learning and operations. Department of Accreditation, Accountability and Academic Services (AAAS) personnel collaborate with all university divisions to support information management for academic and administrative decision-making.

4.3. How do you keep measures current with educational service needs and directions?

A combination of resources and initiatives from national, regional and state agencies and organizations enable Winthrop to keep measures current with educational service needs and directions. Winthrop participates in national initiatives. During 2011-12, Winthrop accepted invitations to [beta-test NSSE 2.0 during spring 2012](#), and to join a new CSRDE-ACT multi-year study on college readiness and college success). Winthrop was an early adopter of the Voluntary System of Accountability (VSA)-College Portraits (CP). As a continuing member of VSA-CP, Winthrop commits to annually updating its college portrait with current data related to its educational programming and services. Winthrop personnel attend and present at national conferences such as the [SACS COC annual meeting](#) and [Institute on Quality Enhancement and Accreditation](#), [AIR Forum](#), and [AAC&U meetings](#). WU is an [invited member of the AAC&U Core Commitments Leadership Consortium](#) and participated in the 2007 pilot administration of

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the AAC&U Personal and Social Responsibility Inventory (PSRI). [PSRI](#) was updated in AY 2011-12 and is part of WU's multi-year cycle of institutional studies to assess educational service needs and directions.

4.4. How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

Winthrop's strategic values and initiatives as articulated in the [VOD Annual Brochure](#) guide Winthrop's assessment of its institutional effectiveness. Winthrop uses external data sources (e.g., [Carnegie Classification](#), [IPEDS](#), [College Navigator](#), [SREB](#), SC [CHEMIS](#)), voluntary participation in national initiatives like the [VSA-College Portraits](#), and internal stakeholder input to select and use peer institutions for comparative purposes, and to support operational and strategic decision-making. WU's Department of Accreditation, Accountability and Academic Services ([AAAS](#)) has responsibility for supporting evidence-based planning, decision-making, and accountability processes for academic, administrative, and student support services. AAAS maintains the university's online assessment and improvement-reporting system ([OARS 2.0](#)) used by all academic, administrative and student support service units. AAAS is a repository for all academic program reviews including accredited/approved academic programs and non-accredited academic programs.

4.5. How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

Winthrop data are publicly available in a variety of venues including: [IPEDS](#), [College Navigator](#), the [SC State Accountability Report](#), the Voluntary System of Accountability's [College Portraits](#) template, and WU's NSSE web site. [WU's NSSE web site](#) is [featured on the national NSSE web site](#) as an example of effectively displaying institutional and comparative NSSE results. Winthrop continues its multi-year migration to an updated and uniform web-based content management system to improve the availability of information to our various publics. Public information is communicated through Winthrop's Internet web pages and WU Publications ([Annual Reports](#), [Winthrop Magazine](#), and [Winthrop Updates](#)), developed and disseminated through University Relations. Password-protected web sites ensure data and information are available to appropriate stakeholders. Winthrop continues on schedule with its multi-year migration to integrated BANNER web applications for a variety of stakeholders, and involving multiple databases and applications.

4.6. How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

AAAS has responsibility for institutional-level studies, data integrity and management, analysis, and report preparation for internal and external stakeholders. Within AAAS, the Office of Academic Data Management and Solutions has the responsibility of providing timely information solutions to faculty and staff and accomplishes its mission by:

- Maintaining data integrity
- Articulating needs
- Developing strategies
- Providing customized solutions

4.7 How do you translate organizational performance review findings into priorities for continuous improvement?

Executive Officers, Academic Deans and Unit Directors receive reports from their respective units and use these findings to analyze organizational performance. During their May-June retreats, Executive Officers discuss and use performance review findings to inform updates to annual and multi-year strategic initiatives in the *Vision of Distinction* brochure, and budget prioritizations for the new academic year.

4.8. How do you collect, transfer, and maintain organizational and workforce knowledge (knowledge assets)? How do you identify, share and implement best practices, as appropriate?

Winthrop University uses a multi-method approach to manage knowledge assets. WU maintains a [web-based policy repository](#) for institutional-level policies; undergraduate and graduate online catalogs communicate program policies and procedures to internal and external stakeholders. Units maintain policies and procedures specific to their areas and link unit policies to university policies where applicable. New employees participate in orientation meetings to become acquainted with campus resources, opportunities, and expectations. Best practices are identified through membership in and participation with national organizations like the Association for Institutional Research (AIR) and its regional and state counterpart organizations (SAIR and SCAIR). Knowledge assets are shared using a variety of strategies. WU's Teaching and Learning Center ([TLC](#)) facilitates institution-wide sharing of workforce knowledge. [Cultural events](#) facilitate sharing of knowledge assets. Electronic communications (e.g., email and the e-publication *The Winthrop Update*, enable campus units who sponsor speakers and events to share knowledge and best practices with internal and external stakeholders.

Category 5 – Workforce Focus

5.1 How do you organize and manage work to motivate and enable your workforce to: 1) develop and use their full potential, aligned with the organization's objectives, strategies, and action plans; and 2) promote cooperation, initiative, empowerment, teamwork, innovation, and your organizational culture?

Winthrop is [organized as six major divisions](#), which are led by vice presidents and an athletic director. Division heads are responsible for overseeing that appropriate workloads and teamwork across divisions are maintained to ensure accomplishment of institutional goals and objectives. The [SC Employee Performance Management System](#) informs staff organization and management and includes dimensions such as professional development and teamwork. Faculty organization, management and performance are under the direction of the Chief Academic Officer and Dean of Faculty, the [Vice President for Academic Affairs](#).

5.2 How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

- Academic Leadership Retreats involving > 100 faculty, staff, and administrators
- Orientations for new faculty and staff
- Quarterly Executive Officers retreats
- Faculty Concerns Committee meetings with President and Vice President for Academic Affairs
- Teaching and Learning Center

5.3. How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

SC resources, including the SC Office of Human Resources [Workforce Plan Overview](#), and the SC Employee Performance Management System ([EPMS](#)), inform workforce performance. Winthrop's annual [performance review for administrators and staff](#) incorporates performance feedback and evaluation related to work quality, leadership and supervisory responsibilities. At the executive level, the President meets with Executive Staff each semester to address current issues and performance status on multi- and annual initiatives contained in the annual *Vision of Distinction* brochure. Faculty performance review for tenure-track faculty members is based upon peer-review and agreed-upon standards for [Tenure](#), [Promotion](#) and [post-tenure review](#). Faculty performance standards support high performance work in the areas of scholarship, teaching and service, contributing to the achievement of Winthrop's strategic initiatives (action plans). Adjunct faculty members undergo abbreviated annual reviews. Each adjunct faculty member is required to complete the University's standard adjunct annual report form, linked to each college's web page, and submit it to the department chair. The department chair uses the report to make future

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employment determinations, and the final results are reviewed with the faculty member regardless of the employment decision. If the faculty member will be rehired, the chair makes the recommendation to the dean, who recommends to the Vice President for Academic Affairs who, if she concurs, recommends rehire to the President for approval.

5.4. How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

Succession planning is managed and accomplished in several ways. Staff succession planning and career-progression are guided by the State of [SC Compensation and Classification system](#). [Section III](#) of Winthrop's staff performance appraisal form provides a format to document professional development needs, plans and opportunities. Annual faculty performance reviews include opportunities to discuss career aspirations.

5.5. How does your development and learning system for leaders address the following: a. development of personal leadership attributes; b. development of organizational knowledge; c. ethical practices; d. your core competencies, strategic challenges, and accomplishment of action plans?

The university supports attendance at campus leadership workshops as well as off-campus professional development opportunities. Faculty and staff exhibiting interest in and potential for advancement are provided opportunities to explore these interests.

5.6 How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels?

Guidelines from professional organizations and accrediting bodies are used to assess staffing levels and patterns. Results from qualitative work analysis enable WU to identify knowledge, skill and disposition needs for targeted positions, and to inform training and workforce capability needs emerging from new or changing technologies or program delivery.

5.7 How do you recruit, hire, place, and retain new employees?

All positions are posted on the Human Resources webpage with minimum requirements for training and experience. Winthrop University does not discriminate in educational or employment opportunities, or decisions for qualified persons on the basis of race, color, religion, sex, national origin, age, disability, sexual orientation or veteran status. Qualified candidates are selected for interview and finalists brought to campus. WU provides orientation and ongoing professional development programs and services that encourage and facilitate professional and personal development for all Winthrop employees. Retention of faculty and staff continues to be a major problem due to an inability to maintain competitive salaries for faculty and staff members.

5.8 How do your workforce education, training and development initiatives address your key organizational needs? How do you encourage on-the-job use of new knowledge and skills?

Workforce education, training and development are accomplished using a variety of strategies beginning with the selection, hiring and orientation of personnel having the knowledge and skills needed to perform their jobs. On-going training and development opportunities and resources are available to all Winthrop personnel through Winthrop's Teaching and Learning Center. Faculty recruitment and development are linked to the curricular foci of academic programs. The Division of Student Life encourages staff members to model lifelong learning by participating in the [Student Life Professional Development Series](#) (SACS CS 3.9.3). Faculty and staff employed in Winthrop's educational support services are highly qualified; a substantial number of Dacus Library, Instructional Technology Center, and Music Library personnel hold relevant masters or doctoral degrees. Faculty members are encouraged to continuously develop both pedagogical skills and discipline-based scholarship as evidenced by reassigned time and/ or intramural funding for scholarship or pedagogical work on improving curricular content and/or delivery. Annually,

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university units receive monies for personnel development in areas that support unit roles and responsibilities thereby encouraging on-the-job use of new knowledge and skills. Winthrop continues to integrate workforce education, training and development by ensuring that opportunities for engaged professional growth and development are encouraged and available for members of the university community on an individual and collective basis.

5.9. How do you evaluate the effectiveness of your workforce and leader training and development systems?

An assessment instrument is used for all professional development programs and an annual report is prepared summarizing the results. Employees undergo annual performance reviews which include a mechanism for suggestions on professional development. The annual planning cycle calls for an evaluation of the effectiveness of the institution which includes the workforce.

5.10. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

WU uses satisfaction surveys conducted in a variety of venues (e.g., online customer feedback and paper-pencil surveys at the conclusion of a service/program) to obtain feedback on workforce well-being, satisfaction, and motivation across academic, student support and administrative units. These data are used to inform decisions related to workforce improvements. Staffing patterns and needs are reviewed regularly for support and administrative areas. A multi-year (2009-2011) campus-wide assessment performed by WU's Faculty Roles and Rewards Committee resulted in a report with [findings and recommendations](#) for improvements, which are now being examined and prioritized for integration into WU's initiatives. Faculty tenure, promotion, retention, and post-tenure review studies are conducted and results shared with academic leadership and executive officers. Recent assessment findings identified a need to improve data storage and management efficiency for faculty, leading to a decision to standardize faculty documentation by adopting new technology applications for college units. AAAS developed a Primary Instructor Credentialing System ([PICS](#)) as a secured credentialing application providing required documentation of faculty qualifications. Proprietary software from [Digital Measures](#) was adopted following presentations from multiple vendors and round-table review and discussions among internal stakeholders, and will be implemented (2012-2014), enabling faculty members to manage their own dossiers in a confidential, standardized and secured online application.

5.11. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Workforce satisfaction assessment findings inform institutional actions, initiatives and priorities. The [SC Employee Performance Management System](#) guides assessment of state employee satisfaction, and management of grievances. Annual performance reviews provide opportunities to assess workforce satisfaction and identify opportunities for improvement. Faculty governance guides assessment of faculty satisfaction as well as identification and prioritization of improvement opportunities. For example, the [Faculty Committee on Roles and Rewards](#) was established in 2009 as the result of a recommendation from the Faculty Governance Review Committee. In 2010, a new Faculty Committee on University Priorities assumed responsibilities of the old Admissions and Budget Priorities Committees while the responsibilities of the former Faculty Concerns Committee were split between the Committee on University Priorities and the Committee on University Life.

5.12. How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

- [Campus Police](#)
- [Civil Disturbance](#)
- [Critical Incident Management and Emergency Preparedness](#)
- [Environmental Health and Safety](#)

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- [Fire and Safety](#)
- [Institutional Animal Care and Use Committee](#)
- [Institutional Bio-Safety Committee](#)
- [Institutional Review Board](#)

Category 6 – Process Management

6.1. How do you determine and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

Winthrop University's core competencies are providing personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina. Small student to faculty ratios promote student-faculty interaction, associated with effective learning. Winthrop emphasizes a liberal education experience preparing graduates to function in and contribute to a global economy wherein critical thinking, communication, problem-solving, ethical behavior, personal and social responsibility, and appreciation for diversity are valued. Winthrop's systematic review processes facilitate continuing improvement in institutional quality and demonstrate that the institution is effectively accomplishing its [mission](#).

6.2. What are your key work processes?

Winthrop's key work processes deliver and support learning opportunities to students both inside and outside the classroom and include the following:

- Small Class Sizes
- Touchstone Core requirements for all students earning undergraduate degrees from Winthrop University
- Cultural events
- Student Support Services delivered across the academy such as TRiO, Leadership Distinction, Academic Success Communities, McNair Scholars, Close Scholars, Teaching Fellows, LEAP, Library Resources, Student-life services, Service learning opportunities, undergraduate research opportunities

6.3. How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

Campus-wide input (e.g., focus groups, campus meetings, online surveys and comment opportunities) from students, faculty, staff, stakeholders, suppliers, and partners informed conceptualization of the university's [Vision of Distinction](#), [The Winthrop Plan](#) which more fully articulates Winthrop's nature and character, and more recently, [Readiness Winthrop](#), a multi-year examination of externalities that will enable Winthrop to meet fiscal realities as well as students' evolving educational expectations in a global society that is increasingly organized around a global economy.

6.4. How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?

- Centralizing Academic Space and Scheduling improved efficiencies in space management
- Updated Library Resource technologies improved stakeholder access to information
- Multi-year BANNER conversion is improving efficiencies and cost controls
- Conversion to standardized web sites using Content Management System (CMS) enhances transparency of information to our various publics.
- New technology applications (both internally-developed and proprietary) improve efficiencies of operation while ensuring compliance with FERPA and confidentiality.

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6.5. How do you systematically evaluate and improve your work processes?

Personnel in administrative, student support services and academic programs use both direct and indirect methods of assessment to evaluate Winthrop's programs and services. Data and evidence-based improvements are documented in the university's centralized online assessment reporting system.

6.6. What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Key support areas include the Ida Jane Dacus Library, Health and Counseling Services, Career and Civic Engagement, Dining Services, Campus Police, and Residence Life. Personnel in support services areas document their annual assessment plans and evidence-based improvements and accomplishments using Winthrop's online assessment reporting system. Annual assessment reports, and evidence-based improvements and accomplishments are reviewed by division heads and inform the institutional planning and budgeting process.

6.7. How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?

Winthrop has a formal budgeting cycle, which is directly linked to the strategic plan. Revenues and expenditures are monitored throughout the year to provide opportunities for adjustments as necessitated by the changing environment.

Category 7 – Organizational Performance Results

Winthrop University uses multiple direct and indirect measures to evaluate performance and demonstrate accountability. Data gathered from the SC Commission on Higher Education (CHEMIS) and nationally via IPEDS allow for bench marking on a variety of indicators. The following charts represent some of the data Winthrop tracks on a regular basis.

7.1 Performance Levels & trends for key measures on student learning & improvements in student learning

Winthrop tracks performance and trends for successful course completion (both undergraduate and graduate courses), undergraduate retention, and graduation rates, comparing performance of Winthrop students over time and to other institutions as illustrated in tables below. Tables 7.1-1 and 7.1-2 detail the pass rates for all undergraduate and graduate students for the course levels listed. To be identified as successfully completing a course undergraduate students must have obtained an A, A-, B+, B, B-, C+, C, C-, D+, D, D- or S and graduate students must have obtained a grade of A, A-, B+, B, B-, or S. Winthrop Professional Development Coursework (WPDC) was not included in the calculation of successful course completion trends for graduate students.

7.1-1 Winthrop University Successful Undergraduate Course Completion Trends

Course Levels			
	100-200	300-400	500
2007F	94.00%	97.10%	98.00%
2008S	93.10%	96.30%	98.10%
2008F	93.80%	97.40%	97.00%
2009S	92.80%	95.90%	97.30%
2009F	94.00%	97.00%	98.40%
2010S	92.80%	96.80%	97.30%
2010F	94.30%	97.80%	98.10%
2011S	94.40%	97.50%	98.10%
2011F	94.80%	97.10%	97.70%
2012S	94.60%	97.20%	98.10%

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7.1-2 Winthrop University Successful Graduate Course Completion Trends

	Course Levels	
	500	600
2007F	96.10%	94.40%
2008S	94.50%	95.60%
2008F	95.30%	95.40%
2009S	96.30%	96.60%
2009F	95.60%	95.20%
2010S	89.60%	96.70%
2010F	94.60%	97.00%
2011S	94.90%	97.35%
2011F	97.30%	97.00%
2012S	92.50%	97.50%

Source (Tables 7.1-1 and 7.1-2): AAAS, Office of Institutional Research

Winthrop University routinely tracks and reports on its six year graduation rates. Table 7.1-3 compares Winthrop's six year graduation rates to SC and the Southern Regional Educational Board institutions. Figure 7.1-4 compares graduation rates by race/ethnicity.

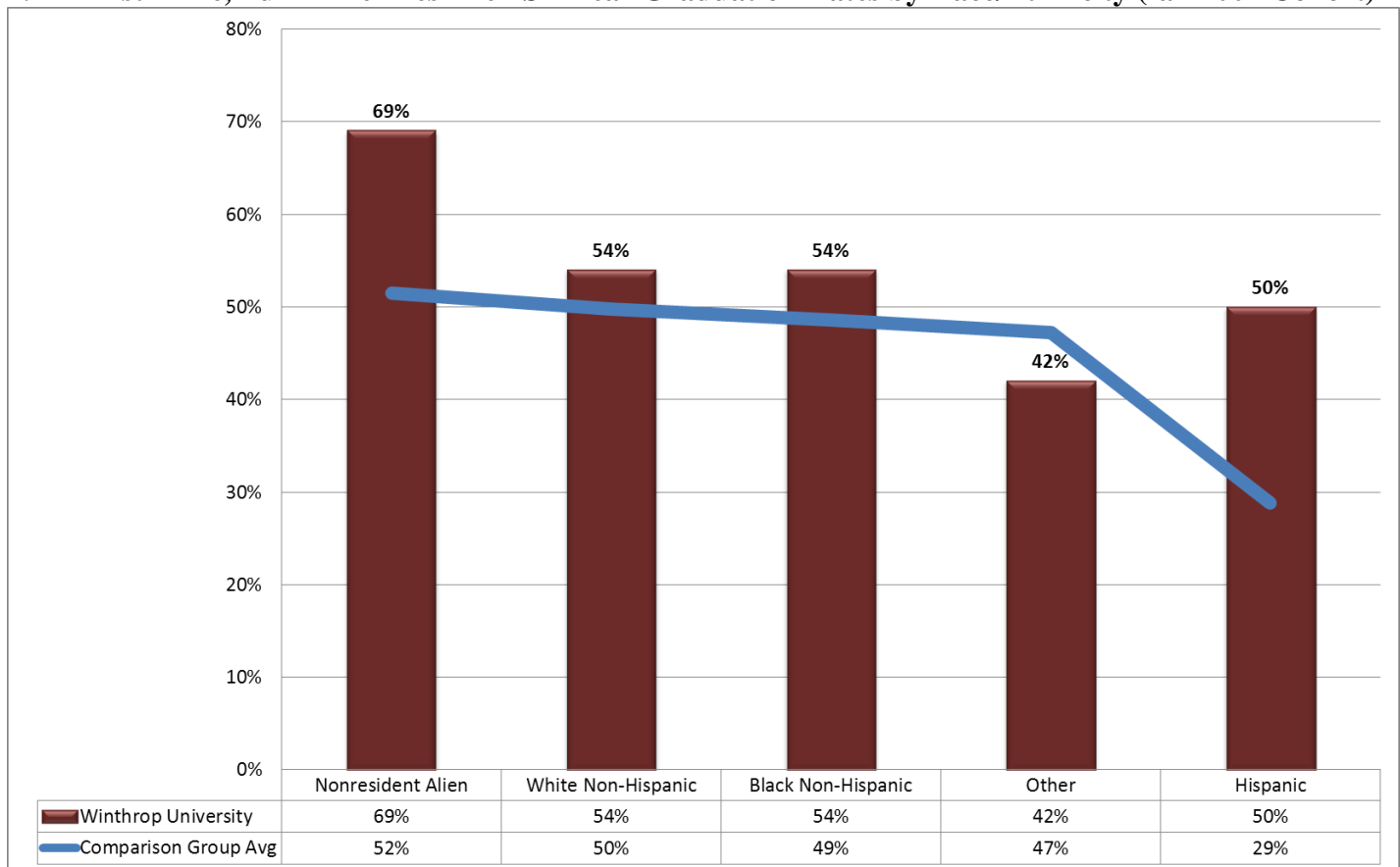
7.1-3 Winthrop University Six Year Graduation Rate

Starting Semester	Winthrop University Number of Graduates	Graduation Rates (%)		
		WU	SREB	SC
1999F	966	61.7	51.48	59.67
2000F	902	60.5	52.38	59.64
2001F	940	60.7	51.70	59.43
2002F	1086	61.2	52.58	60.33
2003F	1070	63.4	51.71	60.34
2004F	999	54.5	53.15	59.36

Source: AAAS, Office of Institutional Research

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7.1-4 First-Time, Full-Time Freshmen Six Year Graduation Rates by Race/Ethnicity (fall 2004 Cohort)



The comparison group in Figure 7.1-4 is made up of South Carolina's research institutions and comprehensive teaching colleges and universities. The category "Other" includes Asian students, American Indians, and students who chose not to respond.

Source: IPEDS Data Center, Individual Comparison Tool, Data current as of 9/13/2012

<http://nces.ed.gov/ipeds/datacenter/mastervariablelist.aspx?stepId=2>

Winthrop's small student to faculty ratio supports its mission to provide personalized education programs. Figure 7.1-5 is a multi-year comparison of WU's student to faculty ratio relative to other SC institutions. Winthrop's student to faculty ratio has remained either 14 to 1 or 15 to 1 since 2005; reflecting the university's central priority, instruction. Winthrop uses elements of the NSSE 1.0 benchmark, *student interactions with faculty*, to examine the value of small student to faculty ratios. Elements of the NSSE benchmark, *student interactions with faculty*, include:

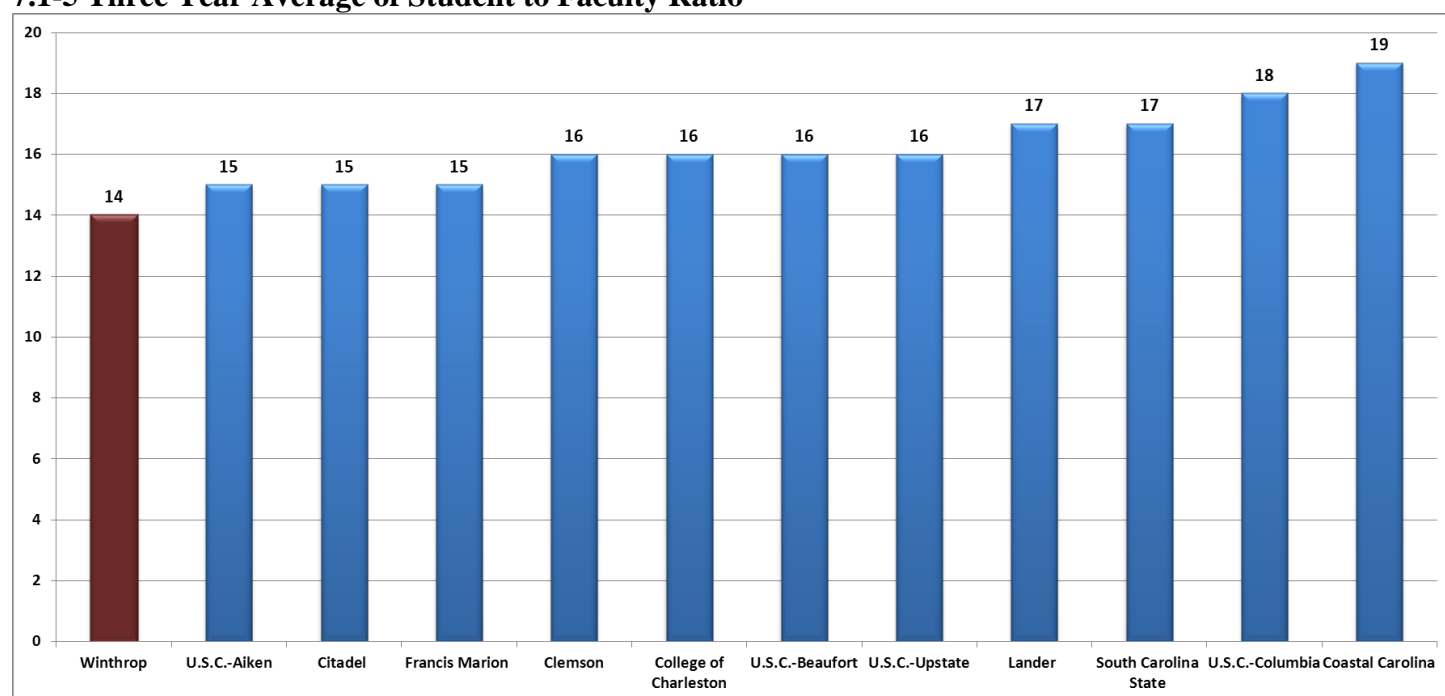
- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Received prompt written or oral feedback from faculty on your academic performance
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Worked on a research project with a faculty member outside of course or program requirements

NSSE11 results provide evidence that Winthrop's first year and senior student respondents report higher rates of student interactions with faculty compared to the national NSSE cohort

(http://www2.winthrop.edu/effectiveness/NSSE/2011NSSE_SFI.aspx).

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7.1-5 Three Year Average of Student to Faculty Ratio



Source: IPEDS Data Center, Institution Comparison Tool, Data current as of 9/13/2012

<http://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx>

Winthrop promotes student learning by increasing the number of enriching educational experiences available to students. Two methods used to enhance enriching educational experiences are providing travel grants for students to attend professional conferences and funding for faculty research completed with students. The following table shows a multi-year trend in the number and the total grant amount awarded for student travel. The total amount of travel grants given has increased by 7% since FY 2008.

7.1-6 Student Travel Grants

Student Travel Grants			
Year	# Receiving Awards	Total \$ Awarded	% Diff from Prev Year
FY2012	55	\$13,496	-45.80%
FY2011	129	\$24,901	65.24%
FY2010	91	\$15,070	-3.37%
FY2009	71	\$15,595	24.08%
FY2008	73	\$12,568	4.71%

Source: Division of Academic Affairs, Office of Undergraduate Research and the Graduate School

Table 7.1-7 provides a five year trend on the number of proposals, awards, and the mean average amount of the awards given by the Research Council for faculty and student research projects.

7.1-7 Faculty Research with Student

Faculty Research with Student	Award Year				
	2012	2011	2010	2009	2008
Number of Proposals	18	19	19	17	17
Number of Awards	13	15	17	17	15
Average Award	\$3,587	\$ 3,661	\$ 3,471	\$ 2,947	\$ 3,170

Source: Division of Academic Affairs, Office of Sponsored Programs and Research

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In addition to providing enriching educational experiences, Winthrop provides an extensive array of student support services and programs to enrich their educational experiences and enhance academic development. Table 7.1-8 lists a few of the services and programs that Winthrop offers as well as a description of the service/program and expenditures for the past three fiscal years.

Table 7.1-8 Student Support Service and Program Expenditures

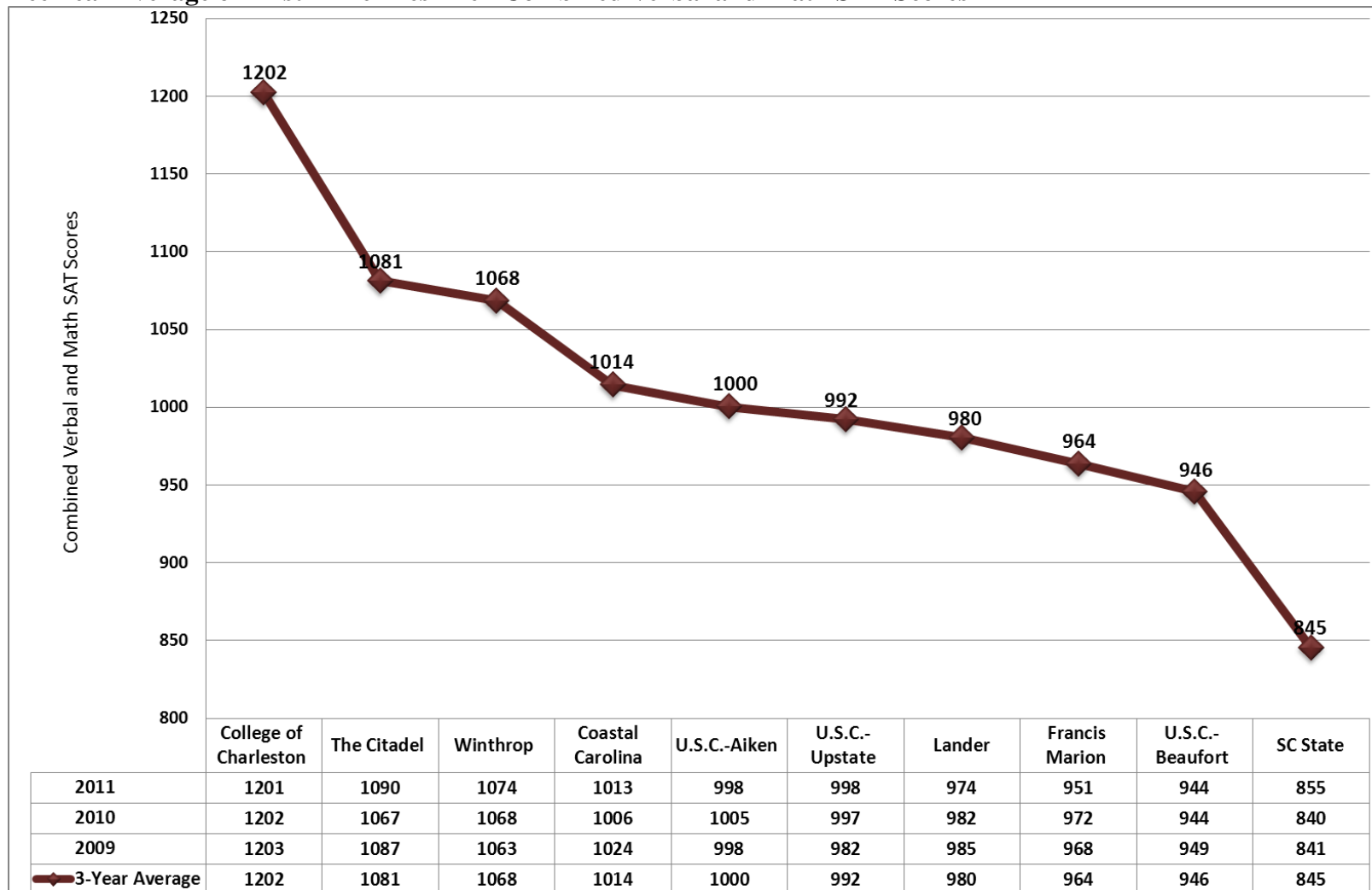
Program/Service	FY12	FY11	FY10	FY09	FY08
LEAP identifies, supports, and evaluates provisionally admitted students before and during their first year at Winthrop with the goal that the students become fully admitted by the end of their freshman year.	\$8,413	\$12,163	\$6,681	\$7,122	\$6,635
TRiO (Grant and Matching University Funds) is an academic support program designed to increase the academic performance, retention rates, and graduation rates of program members. To be accepted to the TRiO program, students must meet specific eligibility requirements.	\$89,391	\$90,212	\$101,129	\$90,353	\$91,352
Writing Center is open to all members of the Winthrop community, the Writing Center supports the University's mission for teaching and learning by providing free writing consultation services to help writers at all levels in all courses learn more about their writing.	\$37,087	\$35,457	\$34,595	\$37,696	\$30,342
International Center develops orientation sessions and cultural education programs and events to help international students integrate with and succeed in their new environment. Additionally, the IC programs help to familiarize domestic students with other cultures when they participate in programs abroad.	\$41,440	\$54,228	\$57,907	\$31,548	\$41,447
ACAD 101 (Principles of the Learning Academy) introduces first-year students to the concepts, resources, and skills necessary for successful higher learning and facilitates the student's adjustment to and engagement in the learning academy.	\$819	\$304	\$23,303	\$2,042	\$7,487

Source: Office of the Associate Vice President for Finance and Business

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One key aspect of Winthrop's mission statement is to recruit "South Carolina's most able students as well as highly qualified students from beyond the state whose presence adds diversity and enrichment to the campus and the state." The average combined math and verbal SAT scores for first-time freshmen indicates our success with that aspect of our mission. Figure 7.1-9 presents information on the average combined SAT scores of Winthrop's first-time freshmen.

7.1-9 Three Year Average of First-Time Freshmen Combined Verbal and Math SAT Scores



Source: South Carolina Commission on Higher Education, Current and Historical SAT Data, http://www.che.sc.gov/New_Web/Rep&Pubs/SAT.htm

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7.2 Performance levels and trends, key measures, student and stakeholder satisfaction and dissatisfaction? How results compare with competitors and comparable organizations?

Student retention encompasses elements of student success and student satisfaction. Table 7.2-1 provides a comparison of Winthrop's retention rate to that of other South Carolina Institutions while Figure 7.2-3 illustrates Winthrop's retention rate by race/ethnicity relative to our comparison group.

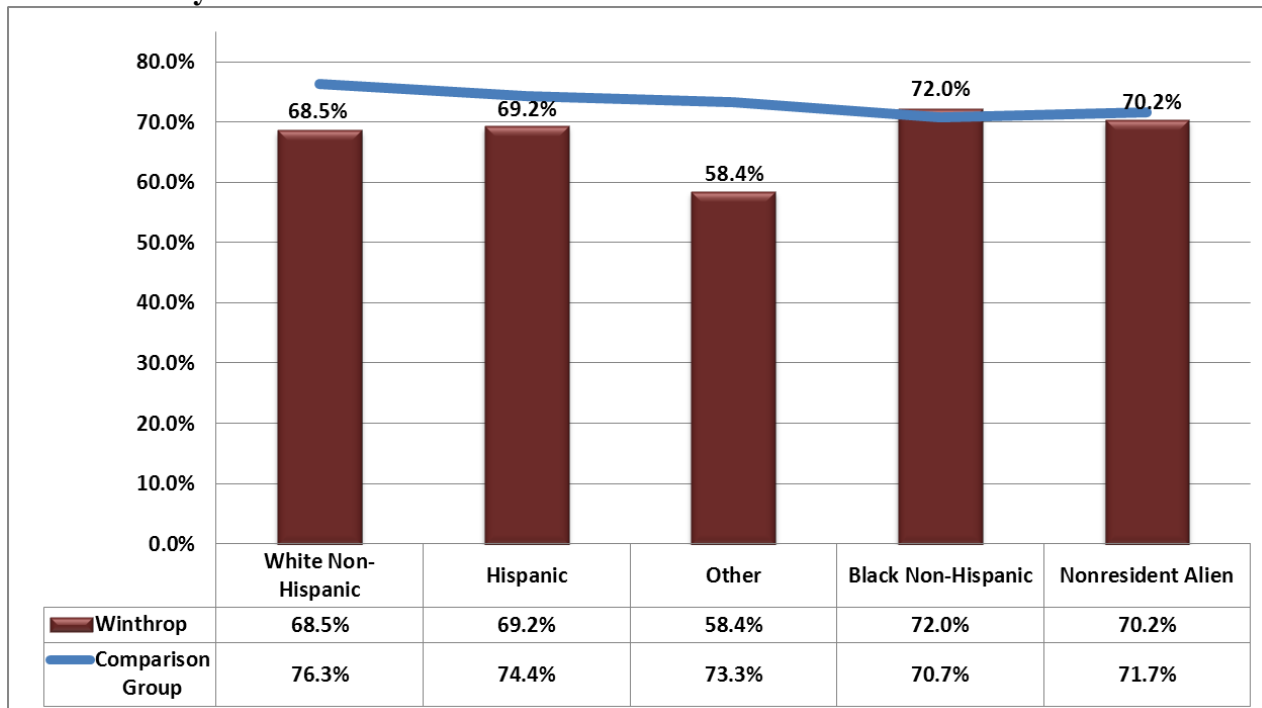
7.2-1 Fall to Fall Retention Rates of First-Time, Full-Time, Degree-Seeking Freshmen

	2010 Cohort	2009 Cohort	2008 Cohort	2007 Cohort	2006 Cohort	5-Year Average
Clemson University	90.30%	88.90%	90.40%	91.40%	90.10%	90.22%
USC Columbia	86.70%	86.10%	86.80%	87.10%	87.00%	86.74%
College of Charleston	83.40%	81.30%	82.30%	79.30%	82.40%	81.74%
The Citadel	81.30%	79.70%	82.70%	83.30%	81.00%	81.60%
Winthrop University	72.10%	69.10%	67.30%	71.50%	71.60%	70.32%
USC Aiken	70.40%	73.10%	69.10%	69.20%	68.50%	70.06%
Francis Marion	66.80%	67.50%	67.90%	66.70%	68.10%	67.40%
Coastal Carolina	62.80%	64.50%	65.90%	71.40%	71.10%	67.14%
USC Upstate	67.40%	69.10%	64.50%	65.20%	63.50%	65.94%
Lander University	64.40%	67.80%	70.00%	67.90%	59.30%	65.88%
SC State University	65.10%	62.70%	67.00%	64.20%	65.40%	64.88%
USC Beaufort	53.80%	52.30%	59.80%	57.40%	54.70%	55.60%
Mean Retention Rate	78.10%	74.80%	75.50%	76.00%	73.50%	75.58%

Source: SC Commission on Higher Education, Enrollment Reports,

http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment.htm

7.2-3 Three Year Average of Full-Time, First-Time, Degree-Seeking Freshmen Retention Rates by Race/Ethnicity



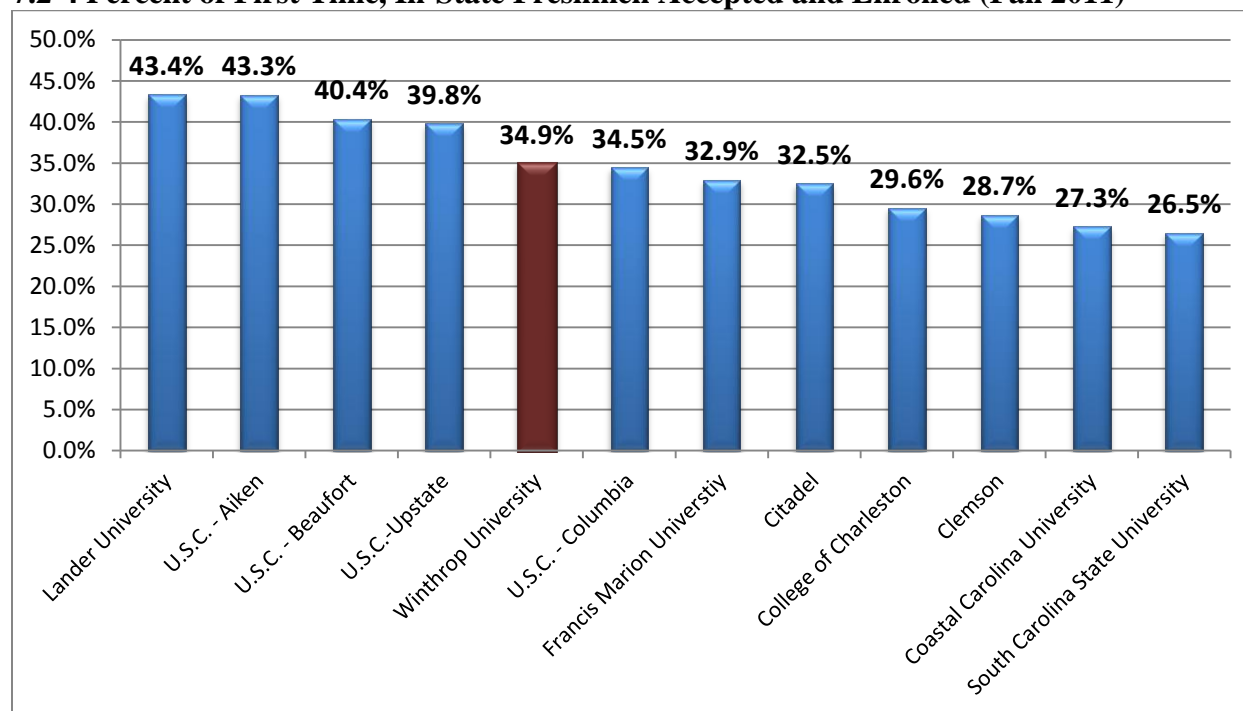
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The comparison group for Table 7.2-3 is made up of all master's level institutions (as defined by the 2000 Carnegie classifications) that participate in the Consortium for Student Retention Data Exchange (CSRDE).

Source: 2009-10, 2010-11 and 2011-12 CSRDE Retention Report

The chart below is a comparison of first time, in-state first year students who were accepted and subsequently enrolled in South Carolina's four-year public research and teaching colleges and universities.

7.2-4 Percent of First Time, In-State Freshmen Accepted and Enrolled (Fall 2011)

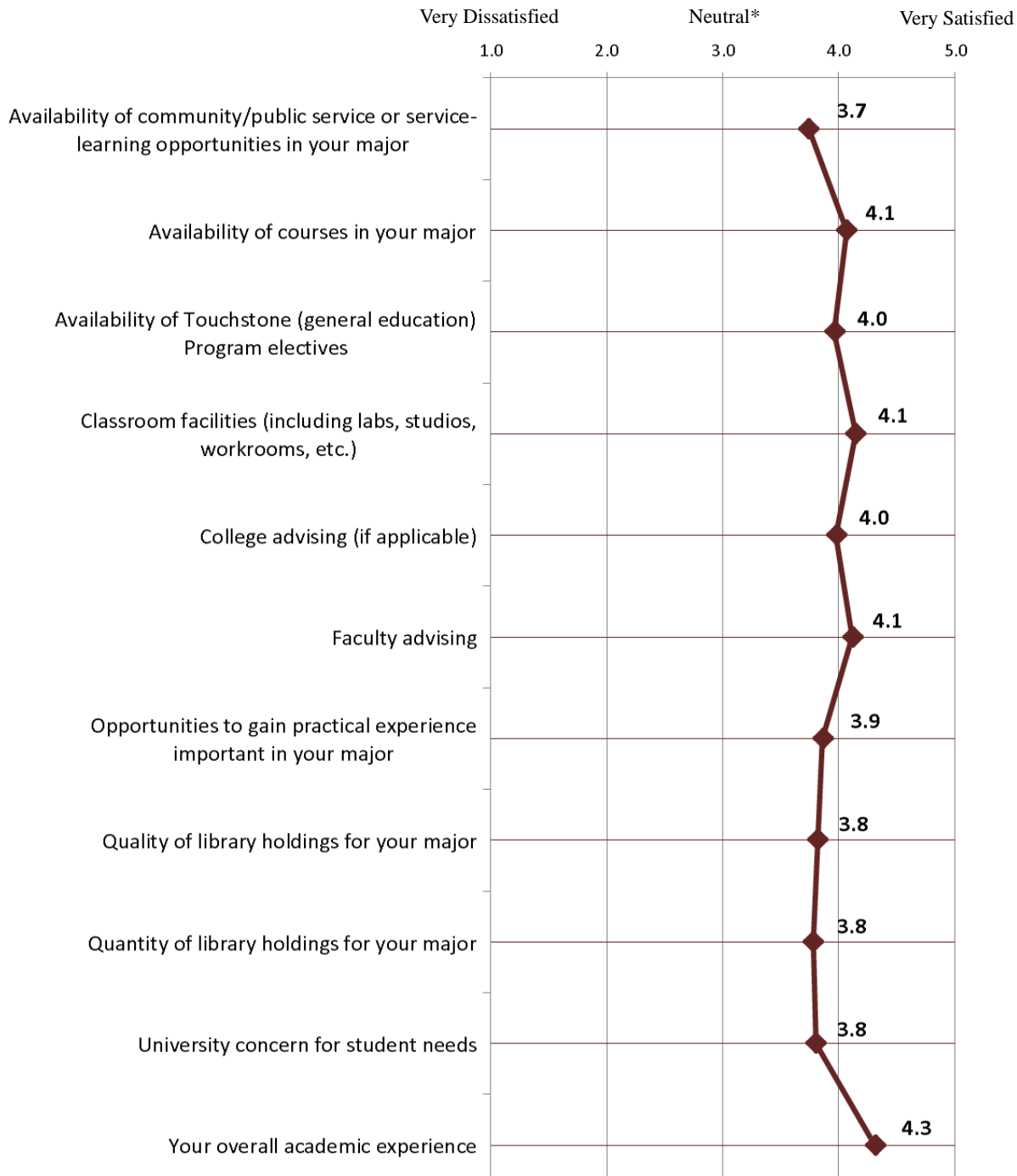


Source: South Carolina Commission on Higher Education, Academic Year 2011-12 Enrollment Reports, First-Time Freshmen Admissions Data, http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment/2011-12.htm

During AY 2011-12, Winthrop administered its Senior Survey to students who graduated in the summer of 2011, fall 2011, and spring 2012. This survey provides the university with demographic information, plans following graduation, participation in campus programs, as well as satisfaction with academics, student life, general education, student services and the university as a whole. Of the 1,034 undergraduate students who received email invitations to complete the online senior survey in AY 2011-12, 615 responded to the senior survey for a 59.48% response rate. When asked if they would choose to attend Winthrop again and if they would choose the same major, 80.76% of students would choose to attend Winthrop again and 81.08% of students who select the same major. The figures below provide information on the average satisfaction level for students in a variety of areas.

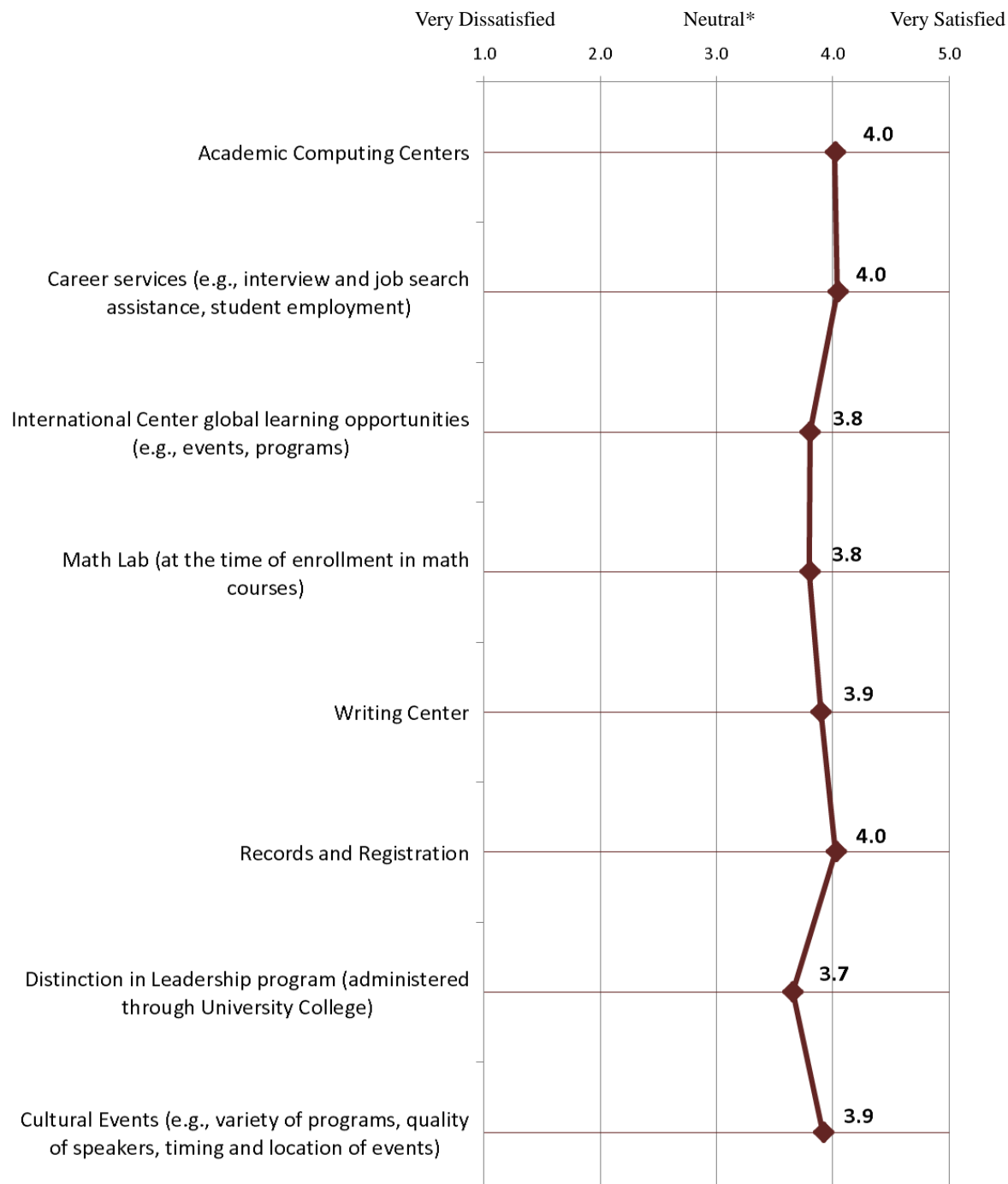
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7.2-5 Satisfaction with Academic Services and Programs



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7.2-6 Satisfaction with Winthrop's Academic Offerings, Experiences and Resources



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7.2-7 Satisfaction with Student Life Services and Programs UPDATED NS



Source (Figures 7.2-5, 7.2-6, and 7.2-7): AAAS, Office of Assessment

* Category “neutral” in AY 2011-12 replaced two categories, “somewhat satisfied and somewhat dissatisfied” used in 2010-11.

Winthrop administers NSSE every two years. The most recent publicized data are from 2011. Winthrop students reported higher rates (compared to the national NSSE cohort) on the following [NSSE](#) indicators measuring “Supportive Campus Environment”:

- Received support to thrive socially
- Received support to succeed academically
- Received help to cope with non-academic responsibilities
- Maintained quality relationships with faculty members
- Maintained quality relationships with administrative personnel and offices

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7.2.8 Overall satisfaction on multiple indicators measured with NSSE

Level of Academic Challenge	First-Year	Senior
Winthrop	56.0	58.9
Carnegie Class	53.4	57.5
Active and Collaborative Learning	First-Year	Senior
Winthrop	48.7	57.4
Carnegie Class	43.0	52.0
Student-Faculty Interaction	First-Year	Senior
Winthrop	37.9	50.5
Carnegie Class	34.3	41.5
Enriching Educational Experiences	First-Year	Senior
Winthrop	33.0	44.5
Carnegie Class	26.5	38.3
Supportive Campus Environment	First-Year	Senior
Winthrop	66.9	65.2
Carnegie Class	62.9	59.5

Source: AAAS, Office of Assessment WU NSSE11 benchmarks,
http://www2.winthrop.edu/effectiveness/NSSE/2011NSSE_SEC.aspx

7.3 Performance levels, key measures on budgetary and financial performance

The efficient, effective quality of Winthrop's planning, evaluation and resource allocation process is demonstrated as the University continues to deliver excellent educational opportunities in spite of the present multi-year economic downturn and diminished financial support from both federal and state governments. Two charts document the current reduced federal and state appropriations compared to that of 1990.

7.3-1 State Appropriation (Appr) per FTE

	2009-10 Appr	Fall 2009 FTE	2009 Appr/FTE	2010-11 Appr	Fall 2010 FTE	2010 Appr/FTE	2011-12 Appr	Fall 2011 FTE	2011 Appr/FTE
USC Columbia	\$128,520,804	25,939	\$4,955	\$101,531,435	26,934	\$3,770	\$94,957,290	27,881	\$3,406
Clemson	\$78,498,132	18,238	\$4,304	\$62,013,524	18,421	\$3,366	\$58,900,258	18,980	\$3,103
Francis Marion	\$13,388,078	3,465	\$3,864	\$10,576,581	3,559	\$2,972	\$10,167,897	3,629	\$2,802
SC State	\$16,471,285	3,766	\$4,374	\$13,012,315	3,998	\$3,255	\$11,184,786	4,008	\$2,791
Citadel	\$11,256,224	3,202	\$3,515	\$8,892,417	3,271	\$2,719	\$8,362,933	3,262	\$2,564
Winthrop	\$16,262,774	5,355	\$3,037	\$12,847,592	5,231	\$2,456	\$12,231,202	5,222	\$2,342
USC Aiken	\$7,772,409	2,797	\$2,779	\$6,140,203	2,835	\$2,166	\$5,834,966	2,787	\$2,094
Lander	\$7,592,240	2,647	\$2,868	\$5,997,870	2,851	\$2,104	\$5,763,274	2,849	\$2,023
College of Charleston	\$23,752,507	10,191	\$2,331	\$18,764,481	10,205	\$1,839	\$17,834,379	10,548	\$1,691
USC Upstate	\$10,138,616	4,839	\$2,095	\$8,009,507	4,946	\$1,619	\$7,688,756	4,884	\$1,574
Coastal	\$11,555,329	7,865	\$1,469	\$9,128,710	8,302	\$1,100	\$8,478,680	8,720	\$972
USC Beaufort	\$1,834,243	1,444	\$1,270	\$1,449,052	1,518	\$955	\$1,344,714	1,593	\$844

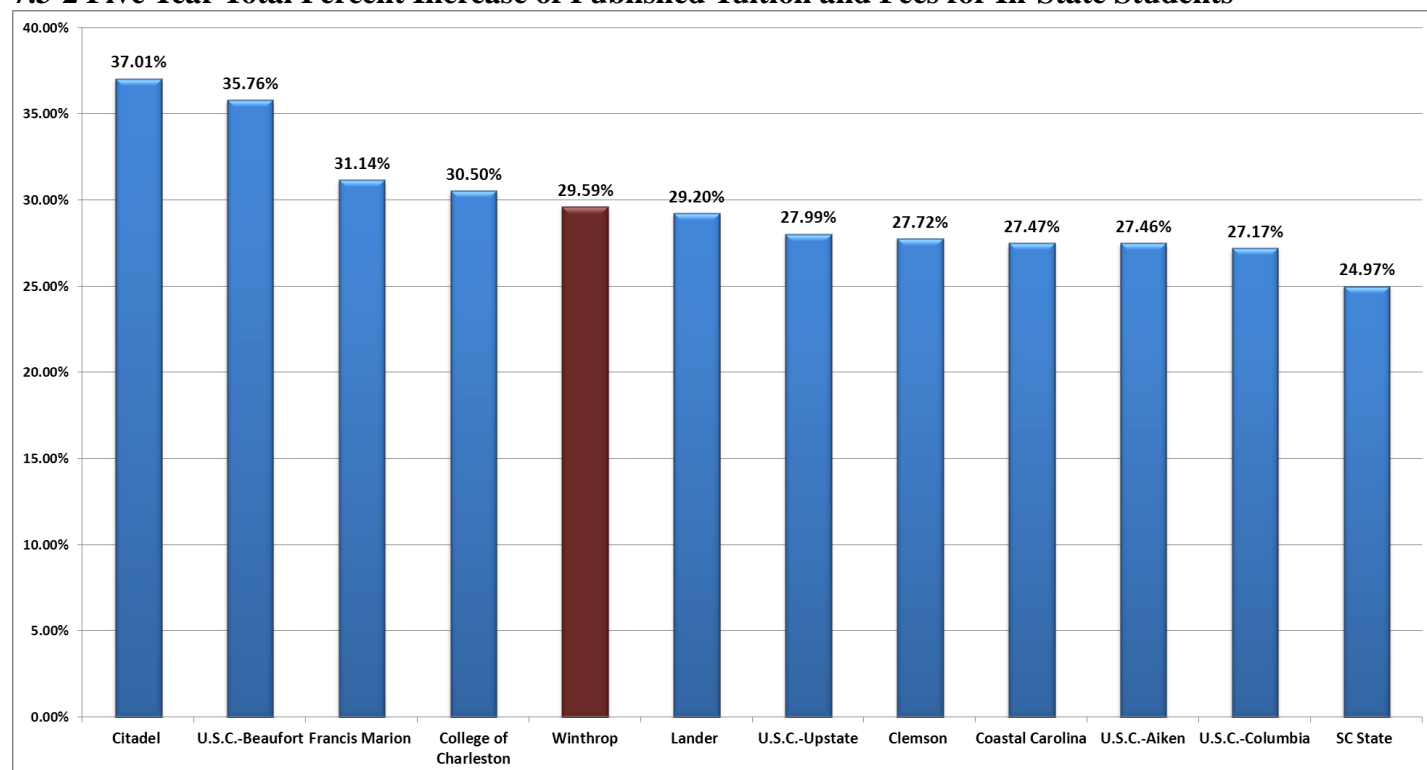
*Excludes MUSC and USC School of Medicine

Source: South Carolina Legislature Online, Budget Bills, http://www.scstatehouse.gov/sess119_2011-2012/appropriations2011/tal1indx.php

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As a result of the economic recession in South Carolina and the rest of the nation in recent years, Winthrop has had to absorb major reductions in state appropriations. Winthrop has responded to the significant decrease in state appropriation funding with campus-wide cost reduction plans in conjunction with increases in tuition and fees. The need to increase tuition and fees has been felt by all public institutions across the state. Figure 7.3-2 compares Winthrop's percent increase in total price (published tuition and fees) for in-state and out-of-state students as compared to other SC institutions.

7.3-2 Five Year Total Percent Increase of Published Tuition and Fees for In-State Students

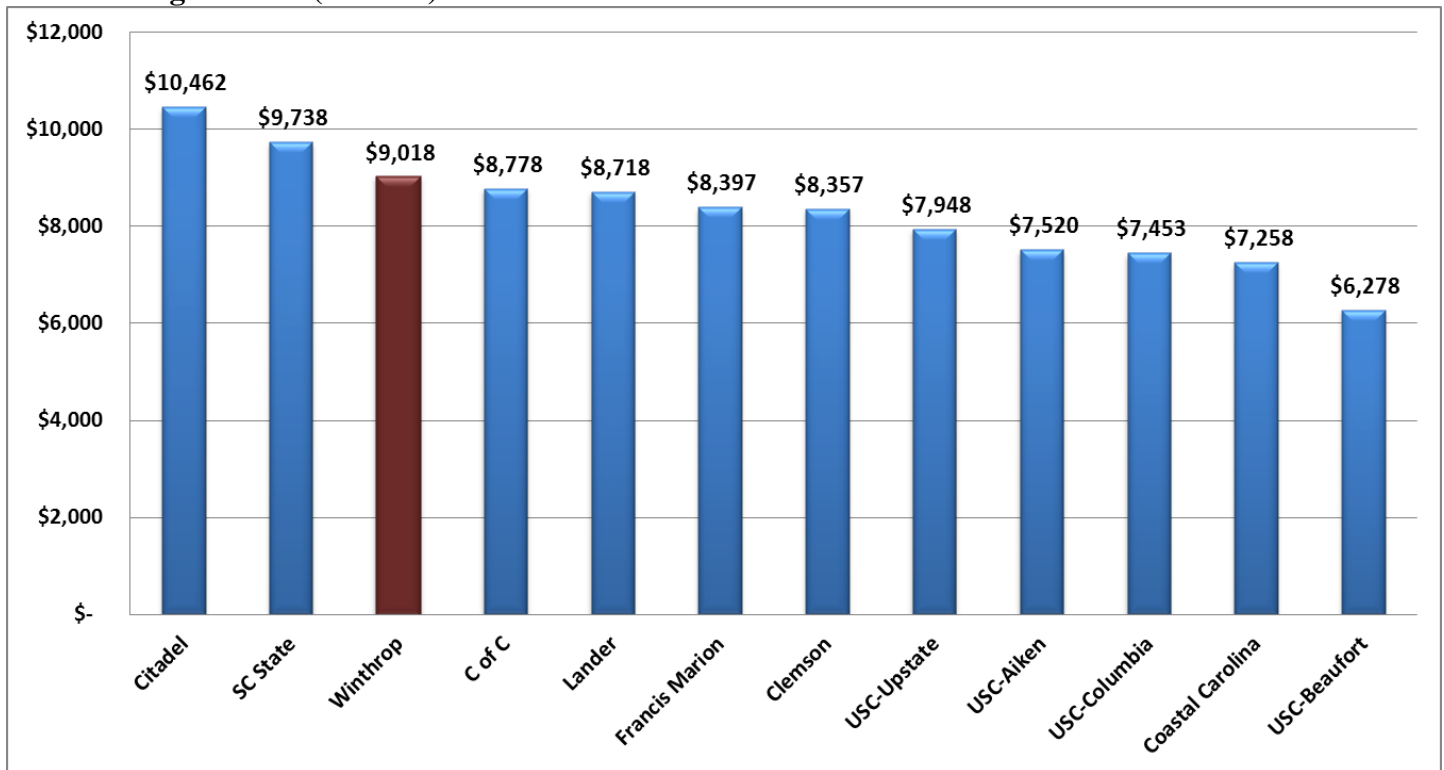


Source: IPEDS Data Center, Institution Comparison Tool,
<http://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx>

Financial aid is a critical component necessary for many students to be able to afford to attend the university. Ninety-six percent of Winthrop's full-time, first-time undergraduate students received federal, state, local, or institutional grant aid during the 2009-10 academic year. Figure 7.3-2 shows the average amount of federal, state, local, or institutional grant aid received by students at SC research institutions and teaching colleges/universities during 2009-10.

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7.3-3 Average Amount of Federal, State, or Local Institutional Grant Aid Received by Full-Time First-Time Undergraduates (2010-11)



Source: IPEDS Data Center, Institution Comparison Tool,
<http://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx>

7.4 Performance levels and trends for key measures of workforce engagement, satisfaction, development of workforce, workforce retention, and workforce climate (including health, safety, security)

- All employees are evaluated annually as described in Category 5. Workforce performance review data are confidential and not available for trend or comparative analysis.
- Winthrop University meets all regulatory requirements for workforce climate including health, safety and security. Noteworthy initiatives in the past few years include: establishment of the Critical Incident Management System and Response Team, implementation of Alertus, and institution-wide communication related to public health initiatives, for example, management of H1N1 virus.

A key indicator for the engagement of Winthrop's workforce is the total number of external grants awarded to Winthrop University as well as the amount awarded. Winthrop University has applied for and received grants in a variety of divisions and colleges. The following grants are just a few of those received in the 2010-11 academic year.

- NetSCOPE, Teacher Quality Partnership Program, U.S. Department of Education, \$7.3 million;
- NetLEAD, School Leadership Program, U.S. Department of Education, \$3.7 million;
- TRiO, U.S. Department of Education, \$1.19 million;
- WISE, Robert Noyce Teacher Scholarship Program, U.S. National Science Foundation, \$1.19 million;
- McNair Post-Baccalaureate Program, U.S. Department of Education, \$880,000;
- Underground steam pipelines, U.S. Department of Energy, \$416,476;
- Regulation of Cardiac Myocyte Proliferation and Myocardial Regeneration in *Ciona Intestinalis*, National Institute of Health, \$419,115; and
- FOCUS – Academic Success Center, University College, U.S. Department of Education, \$350,000.

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Table 7.4-1 Number and Amount of External Grants Received by Winthrop University

External Grants			
Year	# of Grants Awarded	Total Amount Awarded	Percent Difference from Previous Year
FY2012	28	\$9,607,261	-20.84%
FY2011	37	\$12,135,898	-27.08%
FY2010	59	\$16,642,590	284.27%
FY2009	36	\$ 4,330,981	73.38%
FY2008	48	\$2,497,977	-43.73%

Source: Division of Academic Affairs, Office of Sponsored Programs and Research

Winthrop University's "Teaching and Learning Center" offers faculty and staff development opportunities throughout the year. The table below details the type and number of opportunities offered.

7.4-2 Teaching and Learning Center Training Sessions (Engagement and Workforce Development)

Category	2011-12	2010-11	2009-10	2008-09	2007-08
Computer*	42	134	50	102	47
Faculty/Staff Development	35	28	28	41	34
Other	20	4	4	10	10
Total	97	166	82	153	91

*Computer training sessions included faculty including Banner, WebCT, Blackboard, and SMART technology. Faculty/Staff development sessions addressed issues such as pedagogy and human resource issues.

Source: University College, Teaching and Learning Center

In addition, Winthrop's Research Council reviews proposals and awards funding in three areas: 1) individual faculty research, 2) faculty research with students as co-investigators, and 3) curriculum enhancement/instructional improvement. The table below details a five year trend on the number of proposals, awards, and the mean average amount of the awards given by the Research Council for faculty research and curriculum enhancement/instructional improvement.

7.4-3 Winthrop Research Council Proposals and Awards

Item	Award Year				
	2012	2011	2010	2009	2008
Faculty Research					
Number of Proposals	11	8	8	12	11
Number of Awards	9	5	8	11	11
Mean Average Award	\$2,408	\$2,616	\$2,398	\$3,003	\$2,835
Curriculum Enhancement/Instructional Improvement					
Number of Proposals	11	14	22	18	15
Number of Awards	10	12	20	16	13
Mean Average Award	\$3,196	\$3,008	\$2,204	\$2,644	\$3,218

Source: Division of Academic Affairs, Office of Sponsored Programs and Research

To assist in the recruitment and retention of quality faculty, Winthrop annually tracks the average faculty salary of full-time nine-month faculty and compares these results to those of other South Carolina institutions. Table 7.4-4 presents the information for the fall of 2011.

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7.4-4 Average Salaries of Full-Time Teaching Faculty South Carolina Research Institutions and Teaching Colleges and Universities

Institution	Professor		Associate Prof.		Assistant Prof.		Instructor		Total	
	N	Avg. Salary	N	Avg. Salary	N	Avg. Salary	N	Avg. Salary	N	Avg. Salary
Clemson	334	\$107,977	242	\$79,077	240	\$70,249	3	\$54,305	819	\$88,185
U.S.C. - Columbia	376	\$120,772	425	\$84,253	402	\$74,582	158	\$46,906	1,361	\$87,150
The Citadel	58	\$86,419	53	\$69,802	64	\$57,535	3	\$44,993	178	\$70,388
Coastal Carolina University	63	\$84,168	93	\$70,535	104	\$58,234	13	\$46,112	273	\$67,832
College of Charleston	140	\$82,328	156	\$65,022	165	\$59,060	60	\$49,223	521	\$65,965
Winthrop University	77	\$76,326	99	\$64,619	79	\$54,538	30	\$44,092	285	\$62,827
Francis Marion University	58	\$76,809	51	\$60,889	72	\$54,124	13	\$48,429	194	\$62,303
South Carolina State Univ.	45	\$73,314	59	\$63,674	76	\$55,813	33	\$44,841	213	\$59,988
U.S.C. - Beaufort	11	\$72,519	15	\$58,895	11	\$51,365	15	\$46,516	52	\$56,613
U.S.C. - Upstate	29	\$72,762	43	\$61,237	69	\$51,883	62	\$46,791	203	\$55,292
U.S.C. - Aiken	29	\$73,167	38	\$58,180	36	\$53,178	42	\$41,921	145	\$55,226
Lander University	17	\$66,211	35	\$53,614	37	\$50,262	17	\$41,337	106	\$52,495

Source: South Carolina Commission on

http://www.che.sc.gov/Finance/CHEMIS/Fall2011/Faculty/SUMM_FT_FACL_SAL.pdf

7.5 Performance levels and trends, organizational effectiveness/operational efficiency, work system

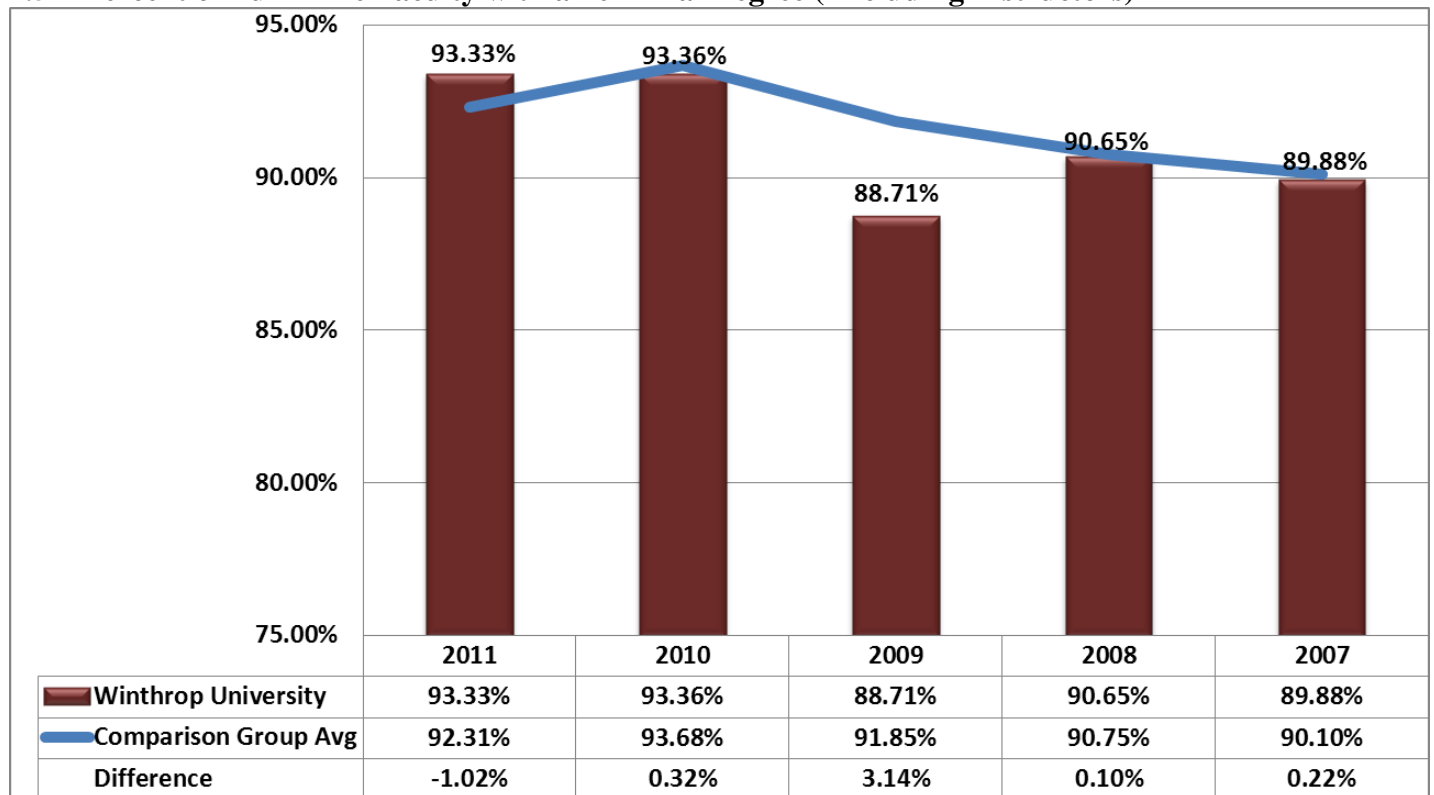
performance Organizational Performance Results (Key Result Areas include: Student Learning Results; Student and Stakeholder Focused Results; Budgetary, Financial, and Market Results; Workforce-Focused Results; Process Effectiveness Results, and Leadership and Social Responsibility Results).

Winthrop University engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes. The University incorporates a systematic review of institutional mission, goals, and outcomes that includes strategic planning, annual reports, institution-wide annual budget review and planning, semi-annual updates (mid-year and year-end), program assessment, personnel performance appraisal, and ongoing program and curricular reviews. The institutional mission and a research-based touchstone document on the nature and character of Winthrop University (*The Winthrop Plan*, February 4, 2006) inform Winthrop's systematic planning and review processes. Winthrop's systematic review processes facilitate continuing improvement in institutional quality and demonstrate that the institution is effectively accomplishing its [mission](#) to provide personalized and challenging undergraduate, graduate, and continuing professional education programs of national caliber within a context dedicated to public service to the nation and to the State of South Carolina.

One area in which Winthrop has seen improvements in its work force is the percent of full-time faculty members having terminal degrees (as defined by the SACS COC). Winthrop's percent of full-time faculty members increased in four out of the last five years as shown in Figure 7.5-1.

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7.5-1 Percent of Full-Time Faculty with a Terminal Degree (Excluding Instructors)



The comparison group is comprised of South Carolina's research institutions and comprehensive teaching colleges and universities.

Source: South Carolina Commission on Higher Education, Current & Historical Faculty Data, http://www.chc.sc.gov/New_Web/Rep&Pubs/Faculty.htm

Technology is a major contributing factor to the instructional and operational effectiveness of the institution. Winthrop has 177 classrooms with SMART Technology and over 40 open access and operational labs. Winthrop is constantly working to maintain and improve its technological infrastructure. Table 7.5-1 details Winthrop's computer software, hardware, and systems upgrade expenditures for the past three fiscal years.

7.5-2 Technology Improvement and Maintenance Expenditures

	FY12	FY11	FY10	FY09	FY08
IT Equipment Less Than \$5000	450,588.34	759,296.46	567,657.66	1,481,099.09	1,574,443.29
Technology Supplies And Software	166,787.85	264,073.90	237,694.19	136,691.21	171,791.13
Maintenance	728,116.34	673,231.29	718,524.04	27,419.52	50,038.33
IT Equipment Over \$5000	5,086.89	59,506.91	251,054.96	803,511.12	362,026.08
Total	1,350,579.42	1,756,108.56	1,774,930.85	2,448,720.94	2,158,298.83

Source: Division of Finance and Business, Office of the Associate Vice President for Finance and Business

7.6 Performance levels for key measures related to leadership and social responsibility

Winthrop's mission-based focus related to leadership and social responsibility is documented in its mission, the Vision of Distinction (VOD), and the Winthrop Plan, and accomplished through its visionary planning process objectives to be and be recognized as a leader in community/public service, and to integrate community/public service into Winthrop educational experiences. Winthrop's community/public service objectives emerge from its strategic values: University Community and Partnerships and Collaborations. Examples of Winthrop's

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achievements related to leadership and social responsibility are enumerated below and in the [Executive Summary](#).

- Winthrop has held the [Carnegie Foundation for the Advancement of Teaching Classification for Community Engagement](#) since 2009.
- Winthrop was selected as one of 18 schools (out of 128 applicants) to participate in the American Association of Colleges and Schools ([AAC&U Leadership consortium](#)), promoting the education of our students for personal and social responsibility. (\$25,000 grant received)
- On the 2011 National Survey of Student Engagement, 92% of Winthrop first year respondents (compared to 82% of national NSSE first year respondents) and 85% of Winthrop senior respondents (compared to 76% of national NSSE senior respondents) reported participating in community service or volunteer work. (Source: http://www2.winthrop.edu/effectiveness/NSSE/2011NSSE_EEE.aspx)
- Winthrop is a member of the SC INBRE partnership (IDeA Networks of Biomedical Research Excellence), which enables Winthrop biology and chemistry students and faculty to participate in collaborative research that has a direct impact on the health and well being of individuals.
- Winthrop University's Small Business Development Center serves the region and state as an affordable consulting service for beginning and existing businesses.
- The Arts in Basic Curriculum ABC Project is a statewide collaborative initiative directed by the South Carolina Arts Commission, the South Carolina Department of Education, and Winthrop University's College of Visual and Performing Arts to ensure that every child in South Carolina has access to a quality comprehensive arts education.
- The [Emerging Leaders Program](#) is designed to educate and empower first year students for positional leadership roles at Winthrop University. The program is designed to offer incoming freshmen the opportunity to explore their leadership potential and abilities through education of leadership theories and practices, as well as personal leadership exploration.
- Winthrop University's [Distinction in Leadership](#) program enriches the college experience by developing and enhancing leadership skills for highly talented and motivated students. Students design and create a leadership development portfolio to complement their academic and career goals. This program creates a community of learners who pursue leadership opportunities while acquiring, sharpening, and using new leadership skills.
- Among the learning objectives for students who complete the Leadership Distinction program is that participants will "operate within an ethical values system that recognizes the connections among leadership, social responsibility, and the needs of the community."
- The Rocha Project, an international service initiative between Winthrop University and the Rocha community in Nicaragua, exemplifies the spirit of community-public service and Winthrop's University-Community partnership.

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- Winthrop University Gallery (WUG) “promotes academic excellence and human understanding through visual art and design.” Artists and Civic Engagement (ACE), administered through WUG, facilitates community-based initiatives.
- The ABC Outreach program provides leadership to teachers and administrators in schools and districts that currently are not involved in the ABC Project network for the development and implementation of quality arts education programs (music, visual art, theatre, dance, and creative writing) and curricula based on the South Carolina Visual and Performing Arts Curriculum Standards.

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Winthrop's academic programs are measured by national standards of quality. Each academic program that can be nationally accredited through a professional specialized organization has earned that distinction. The documents of accreditation reside in the Office of Accreditation, Accountability, and Academic Services. The following is a listing of the specialized organizations that Winthrop University is affiliated with:

Program	Degree	Accrediting/Specialization Organization	Accredited Status	Year Last Visit	Next Self-Study
Business Administration	B,M	Association to Advance Collegiate Schools of Business (AACSB)	Full	2010	2016
Computer Science	B	Accreditation Board for Engineering & Technology (ABET)	Full	2010	2016
Business Administration (Personal Fin Planning)	B	Certified Financial Planner Board of Standards (CFP)	Full	2009	2012
Education	B,M	National Council for Accreditation of Teacher Education (NCATE)	Full	2011	2018
School Psychology	MS, SSP	National Association of School Psychologist (NASP)	Full	N/A	2012
Counseling	M	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	Full	2008	2016
Athletic Training	B	Commission on Accreditation of Athletic Training Education (CAATE)	Full	2009	2020
Exercise Science	B	Commission on Accreditation of Allied Health Education Programs (CAAHEP)	Initial App 2007	N/A	2012
Macfeat Laboratory School		National Association of the Education of Young Children (NAEYC)	Full	2010	2015
Sport Management	B	Commission on Sport Management Accreditation (COSMA)	Full	2011	2018
Mass Communication	B	Accrediting Council on Education in Journalism and Mass Communication (ACEJMC)	Full	2008	2014
Dietetics	B	Accreditation Council for Education in Nutrition and Dietetics (formerly CADE)	Full	2009	2019
Chemistry	B	American Chemical Society (ACS)	Full	2010	2015
Social Work	B,M	Council on Social Work Education (CSWE)	Full	2009	2012
Music	B,M	National Association of Schools of Music (NASM)	Full	2002	2013
Music Performance	B,M	National Association of Schools of Music (NASM)	Full	2002	2013
Music Education	B,M	National Association of Schools of Music (NASM)	Full	2002	2013
Interior Design	B	Council for Interior Design (CIDA)	Full	2009	2012
Dance	B	National Association of Schools of Dance (NASD)	Full	2009	2019
Dance – Teacher Cert	B	National Association of Schools of Dance (NASD)	Full	2009	2019
Theatre	B	National Association of Schools of Theatre (NAST)	Full	2004	2014
Theatre – Performance	B	National Association of Schools of Theatre (NAST)	Full	2004	2014
Theatre – Design/Technical	B	National Association of Schools of Theatre (NAST)	Full	2004	2014
Theatre – Teacher Cert	B	National Association of Schools of Theatre (NAST)	Full	2004	2014
Art	B	National Association of Schools of Art & Design (NASAD)	Full	2002	2013
Art History	B	National Association of Schools of Art & Design (NASAD)	Full	2002	2013
Art Education	B,M	National Association of Schools of Art & Design (NASAD)	Full	2002	2013
Fine Arts	B,M	National Association of Schools of Art & Design (NASAD)	Full	2002	2013
Art – Teaching	M	National Association of Schools of Art & Design (NASAD)	Full	2002	2013